

**Available for Kindergarten Through Grade 5**



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1



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2



We believe that textbooks are a tool in the hands of teachers to help them achieve the desired educational outcomes.

3



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4



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5

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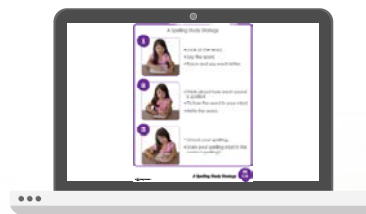
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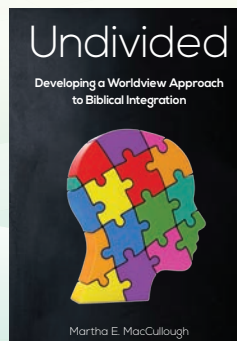
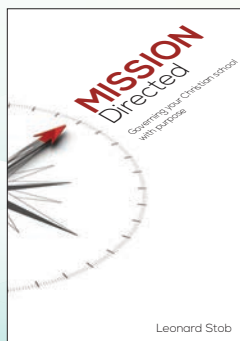
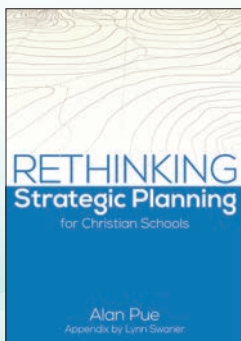
Live Webinars

## Online Resources

From digital and blackline masters to visual aids and more, we supplement each teacher edition with online resources.



*Purposeful Design equips educators by offering resources other than textbooks.*

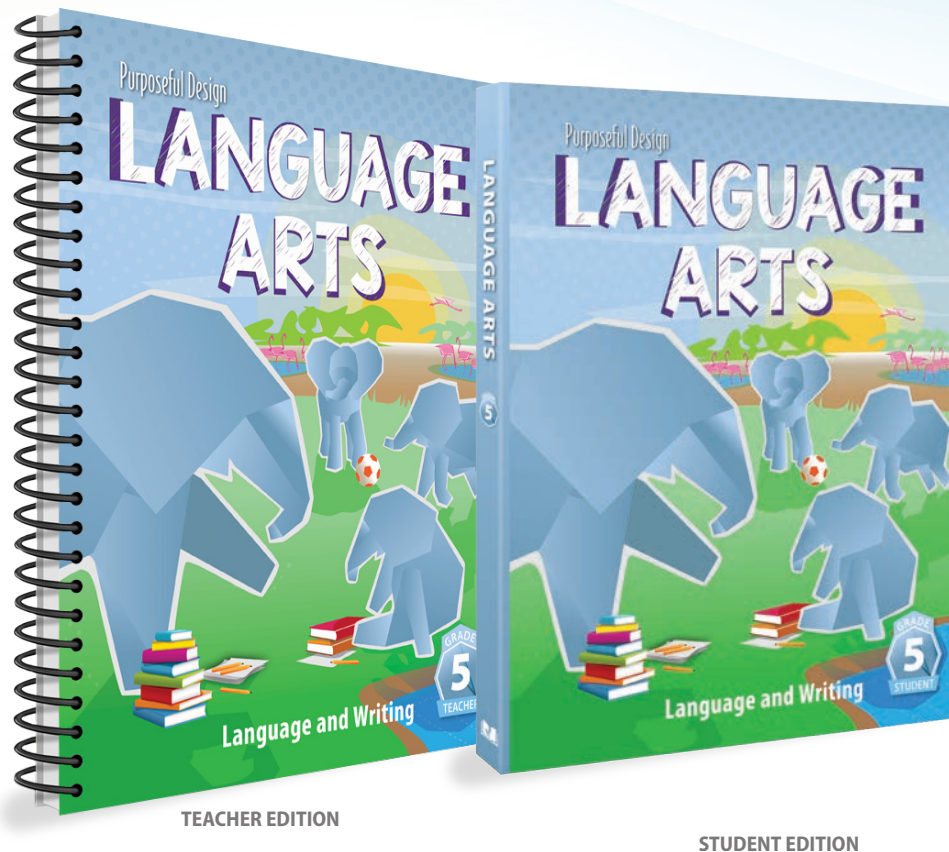




# Language Arts Grade 5

Language & Writing

 Available



The NEW Grade 5 *Language Arts Language and Writing* textbooks incorporate implicit, explicit, and systematic instruction in vocabulary, spelling, grammar, writing, and speaking and listening. Through guided and independent writing activities, students have numerous opportunities to apply learned language constructs and skills. Additionally, the pedagogy reflected in the instruction and activities meets or exceeds national and college-and-career-readiness standards. This program promotes excellent language development and comprehension as it weaves together the wonders of oral and written language, all set within a biblical worldview.



|  |           |
|--|-----------|
| <b>Chapter 1 .....</b>   | <b>1</b>  |
| <ul style="list-style-type: none"> <li><b>Grammar:</b> identifying and labeling parts of speech, distinguishing among sentence types, and identifying functions of nouns and verbs</li> <li><b>Writing:</b> retelling a fable from another character's point of view by using dialogue to show the chosen character's feelings and thoughts</li> <li><b>Spelling:</b> spelling words that have short vowels in the first syllable</li> <li><b>Speaking and Listening:</b> concisely and precisely summarizing a retelling of a fable</li> <li><b>Vocabulary Builder:</b> using dictionary skills, using words correctly in context, and defining vocabulary words</li> </ul>   |           |
| <b>Chapter 2 .....</b>   | <b>14</b> |
| <ul style="list-style-type: none"> <li><b>Grammar:</b> identifying complements, including direct objects, indirect objects, predicate nouns, and predicate adjectives, and diagramming sentences that have compound complements</li> <li><b>Writing:</b> drafting an engaging, informative, and well-organized how-to blog about a topic students have knowledge or expertise in</li> <li><b>Spelling:</b> spelling words that have the long <i>a</i> sound</li> <li><b>Speaking and Listening:</b> developing topically relevant ideas by asking and answering pertinent questions and by linking ideas with transitional phrases</li> <li><b>Vocabulary Builder:</b> completing word maps, identifying synonyms and antonyms, and defining vocabulary words</li> </ul> |           |
| <b>Chapter 3 .....</b>   | <b>28</b> |
| <ul style="list-style-type: none"> <li><b>Grammar:</b> classifying nouns and writing sentences that have correct subject-verb agreement and a variety of noun types</li> <li><b>Writing:</b> drafting a feature article about a person, location, or event and incorporating transitional words between body paragraphs</li> <li><b>Spelling:</b> spelling words that have the long <i>e</i> sound</li> <li><b>Speaking and Listening:</b> respectfully asking and answering questions for clarification and clearly connecting students' ideas with those of others during discussions</li> <li><b>Vocabulary Builder:</b> identifying unknown words, using words correctly in context, and defining vocabulary words</li> </ul>  |           |
| <b>Chapter 4 .....</b>   | <b>42</b> |
| <ul style="list-style-type: none"> <li><b>Grammar:</b> correctly spelling singular and plural nouns, correctly using subject-verb agreement, and correctly following comma usage for nouns of direct address</li> <li><b>Writing:</b> writing two cinquain poems related to one theme</li> <li><b>Spelling:</b> spelling words that have the long <i>i</i> and long <i>o</i> sounds</li> <li><b>Speaking and Listening:</b> respectfully engaging in discussions as a class and in groups</li> <li><b>Vocabulary Builder:</b> identifying unknown words in a passage, arranging words in order of level of specificity, and defining vocabulary words</li> </ul>   |           |
| <b>Chapter 5 .....</b>   | <b>56</b> |
| <ul style="list-style-type: none"> <li><b>Grammar:</b> correctly punctuating sentences with commas, semicolons, and quotation marks; using proofreading marks to edit mistakes in punctuation and capitalization; and identifying appositives</li> <li><b>Writing:</b> incorporating transitional words into autobiographies and supplemental texts that students write in their own voices</li> <li><b>Spelling:</b> spelling words that have the long <i>u</i> sound</li> <li><b>Speaking and Listening:</b> respectfully engaging in collaborative discussions</li> <li><b>Vocabulary Builder:</b> connecting prefixes to meanings of words, making word associations, and defining vocabulary words</li> </ul>   |           |

## Chapter 6 .....70

**Grammar:** identifying verb phrases; distinguishing between action, helping, and linking verbs in context; and using modals in sentences

**Writing:** writing and revising two memoir vignettes that share a common theme

**Spelling:** spelling words that have different sounds for the letter y

**Speaking and Listening:** respectfully asking questions, offering suggestions, and discussing ideas relevant to revising students' writing

**Vocabulary Builder:** examining the meaning of words that have Greek or Latin roots, completing analogies, and defining vocabulary words

## Chapter 7 .....84

**Grammar:** analyzing verb context and determining correct use of past, present, and future verb tenses

**Writing:** constructing a project and writing a how-to article detailing the steps for construction

**Spelling:** spelling words that have the /ó/ sound

**Speaking and Listening:** listening and responding courteously during discussions

**Vocabulary Builder:** identifying key words in a sentence, making word connections, and defining vocabulary words

## Chapter 8 .....98

**Grammar:** determining and using the correct regular and irregular verbs in various tenses

**Writing:** drafting news articles that accurately reflect information learned from interviews students conduct

**Spelling:** spelling words that have diphthongs

**Speaking and Listening:** using formal English while conducting interviews

**Vocabulary Builder:** identifying key words, classifying words, and defining vocabulary words

## Chapter 9 .....112

**Grammar:** distinguishing between subjective- and objective-case pronouns; identifying sentences in which pronouns agree with their antecedents in number, person, and gender; and analyzing sentences for subject-verb agreement

**Writing:** writing a folktale organized around a clear problem, obstacles to a solution, and a solution to the problem

**Spelling:** spelling words that have schwa / and schwa n

**Speaking and Listening:** accurately paraphrasing texts

**Vocabulary Builder:** practicing using glossary skills, making connections, and defining domain-specific vocabulary words

## Chapter 10 .....126

**Grammar:** identifying and correctly using reflexive and relative pronouns

**Writing:** creating posters that communicate problems students encounter, possible solutions, and practical actions students can take to help

**Spelling:** spelling words that have the schwa sound in unstressed syllables

**Speaking and Listening:** delivering a presentation, enhanced by a poster, that draws attention to a problem, its solutions, and practical actions

**Vocabulary Builder:** associating different pronunciations with their word meanings, applying words in context, and defining vocabulary words

## Chapter 11 .....140

**Grammar:** identifying the functions of and correctly using possessive pronouns

**Writing:** writing a persuasive email to the editor, effectively providing arguments and reasons or evidence to support students' claims

**Spelling:** spelling words that are homophones

**Speaking and Listening:** following rules of courtesy as listeners and speakers by not interrupting one another and by identifying specific ideas to which students are responding

**Vocabulary Builder:** developing note-taking skills, organizing words according to levels of specificity, and defining vocabulary words

## Chapter 12 .....154

- Grammar:** correctly categorizing, ordering, and using adjectives that tell what kind, which one, how many, how much, and whose
- Writing:** drafting an original sequel to a familiar story as a play script
- Spelling:** spelling words that are homophones
- Speaking and Listening:** accurately restating story plots
- Vocabulary Builder:** interpreting grade-level words by using context, understanding word connotations, and defining vocabulary words

## Chapter 13 .....168

- Grammar:** using adverbs that answer the questions how, when, where, and to what extent and using the relative adverbs *when*, *where*, and *why*
- Writing:** writing a poem about nature, from students' own observations, that includes sensory details, figurative language, and a sound device
- Spelling:** spelling words that are homographs
- Speaking and Listening:** engaging in small group discussions and respectfully following the rules of courtesy as listeners and as speakers
- Vocabulary Builder:** completing word maps, matching synonyms, and defining vocabulary words

## Chapter 14 .....182

- Grammar:** effectively identifying, using, and diagramming prepositional phrases
- Writing:** creating a time line of thematically related events in the life of a historic figure and including at least two relevant callouts
- Spelling:** spelling words with the endings *able*, *ance*, *ant*, *ence*, *ent*, and *ible*
- Speaking and Listening:** respectfully engaging in collaborative discussions as a class and in groups
- Vocabulary Builder:** classifying words by suffixes, recognizing parts of speech, and defining vocabulary words

## Chapter 15 .....196

- Grammar:** analyzing and diagramming sentences with compound adjectives, adverbs, prepositions, and objects of the preposition
- Writing:** writing a short biography focused on why the subject is well-known
- Spelling:** spelling words with the endings *cial*, *cian*, *cious*, *sion*, *tial*, and *tion*
- Speaking and Listening:** using time lines as supporting visuals for oral presentations about historic figures
- Vocabulary Builder:** examining the meaning of words using their Greek and Latin roots, solving analogies, and defining vocabulary words

## Chapter 16 .....210

- Grammar:** determining the meanings of homonyms, homophones, and homographs and using them correctly in sentences
- Writing:** writing focused biographical vignettes including dialogue and vivid language
- Spelling:** spelling words that have VCCV and VCCCV spelling patterns
- Speaking and Listening:** engaging in respectful, collaborative discussions in connection with the writing process
- Vocabulary Builder:** distinguishing pronunciations, making connections, and defining vocabulary words

## Chapter 17 .....224

- Grammar:** arranging synonyms in order of intensity, selecting synonyms to use in context, and using a thesaurus to replace words with synonyms
- Writing:** writing an effective letter of application including information about students' relevant skills and past experiences
- Spelling:** spelling words that have *r*-controlled vowels
- Speaking and Listening:** appropriately choosing to speak in formal or informal English according to students' audience and purpose
- Vocabulary Builder:** identifying unknown words in a passage, classifying words by parts of speech, and defining vocabulary words



## Chapter 18 .....238

- Grammar:** identifying antonyms, recognizing antonyms in sentences, and using antonyms correctly in context
- Writing:** drafting historical fiction journal entries that include vivid and specific descriptive words and fitting conclusions
- Spelling:** spelling words that have *r*-controlled vowels
- Speaking and Listening:** giving accurate verbal summaries of text communicated orally
- Vocabulary Builder:** developing reading and note-taking skills, applying words in context, and defining vocabulary words

## Chapter 19 .....252

- Grammar:** determining meanings of words using knowledge of Greek and Latin word parts
- Writing:** using multiple sources to research a historical topic and begin writing a well-organized, descriptive report about the topic
- Spelling:** spelling words that have prefixes
- Speaking and Listening:** courteously engaging in discussions
- Vocabulary Builder:** examining the meaning of words by using their Latin roots, associating words with their definitions, and defining vocabulary words

## Chapter 20 .....266

- Grammar:** combining word roots with prefixes or suffixes and determining the meaning of new words formed
- Writing:** typing a focused, well-organized report about an assigned historical topic
- Spelling:** spelling words that have prefixes
- Speaking and Listening:** respectfully engaging in focused discussions
- Vocabulary Builder:** completing word maps, applying words in context, and defining vocabulary words

## Chapter 21 .....280

- Grammar:** accurately identifying and using pronoun- and noun-verb contractions, negative contractions, and modal-verb contractions
- Writing:** creating attractive slideshows that succinctly communicate main ideas and key details
- Spelling:** spelling words that have suffixes
- Speaking and Listening:** preparing to deliver multimedia presentations by creating supportive, engaging slideshows
- Vocabulary Builder:** identifying unknown words, recognizing shades of meaning, and defining vocabulary words

## Chapter 22 .....294

- Grammar:** choosing and applying correct determiners in writing and speaking
- Writing:** preparing informal speeches about historical topics
- Spelling:** spelling words that have suffixes
- Speaking and Listening:** using formal language to clearly deliver organized, informative speeches about historical topics
- Vocabulary Builder:** distinguishing pronunciations, making connections, and defining vocabulary words

## Chapter 23 .....308

- Grammar:** correctly using cardinal and ordinal determiners and analyzing and comparing entries from web and print dictionaries
- Writing:** composing narrative poems incorporating poetic devices that create an intentional mood
- Spelling:** spelling words that have suffixes
- Speaking and Listening:** respectfully engaging in discussions
- Vocabulary Builder:** practicing thesaurus skills, identifying synonyms and antonyms, and defining vocabulary words

## Chapter 24 .....322

- Grammar:** interpreting figurative language and sayings, such as similes, metaphors, idioms, adages, and proverbs
- Writing:** writing an interesting and well-paced science fiction story that includes dialogue
- Spelling:** spelling words that are plurals
- Speaking and Listening:** lending insights to discussions by drawing upon prior knowledge
- Vocabulary Builder:** identifying key words in a passage, completing and creating analogies, and defining vocabulary words

## Chapter 25 .....336

- Grammar:** correctly using signal words, abbreviating words, using colons, and proofreading business letters and emails for correct punctuation
- Writing:** drafting a persuasive opinion essay in which arguments are supported by reasons and researched evidence
- Spelling:** spelling words that have variant consonant spellings
- Speaking and Listening:** courteously engaging in focused and balanced group discussions
- Vocabulary Builder:** interpreting grade-level words by using context, understanding word associations, and defining vocabulary words

## Chapter 26 .....350

- Grammar:** appropriately using comparative and superlative adjectives and correctly ordering adjectives
- Writing:** composing and typing a well-organized opinion essay in which arguments are supported by reasons and researched facts
- Spelling:** spelling words that have Latin roots
- Speaking and Listening:** clearly summarizing speakers' main points and supporting evidence and reasons
- Vocabulary Builder:** developing reading and note-taking skills, applying words in context, and defining vocabulary words

## Chapter 27 .....364

- Grammar:** differentiating simple and compound sentences and identifying conjunctions and explaining their functions in sentences
- Writing:** writing summative note cards in preparation for delivering a speech and accurately taking notes about and summarizing classmates' speeches
- Spelling:** spelling words that have Latin roots
- Speaking and Listening:** delivering speeches clearly and persuasively
- Vocabulary Builder:** completing word maps, identifying shades of meaning, and defining vocabulary words

## Chapter 28 .....378

- Grammar:** distinguishing complete sentences from fragments and run-ons and making appropriate corrections
- Writing:** writing well-constructed animal fantasy stories that include dialogue
- Spelling:** spelling words that have Greek and Latin roots
- Speaking and Listening:** verbally summarizing texts accurately
- Vocabulary Builder:** identifying the meanings of word parts and words, arranging words in levels of specificity, and defining vocabulary words

## Chapter 29 .....392

- Grammar:** differentiating and writing simple, compound, and complex sentences
- Writing:** effectively planning the rewriting of biographies as narrative nonfiction stories with related peripheral text
- Spelling:** spelling words that come from French
- Speaking and Listening:** courteously bringing relevant prior knowledge to bear during discussions
- Vocabulary Builder:** identifying unknown words, categorizing words, and defining vocabulary words

**Chapter 30 .....406**

- Grammar:** demonstrating command of standard grammar and conventions and understanding of figurative language
- Writing:** composing engaging and informative narrative nonfiction stories with related peripheral text
- Spelling:** spelling words that come from Spanish
- Speaking and Listening:** reading short stories with appropriate expression
- Vocabulary Builder:** identifying prefixes, modifying parts of speech, and defining vocabulary words

**Spelling and Vocabulary Builder Dictionary .....420**

**Index .....479**



# Chapter 13

## Foundational Strands

- **Grammar:** properly interpreting and using the structure of language in oral or written form
- **Writing:** writing a focused text in which the language suits the intended audience, purpose, and genre
- **Speaking and Listening:** contributing to a balanced group discussion by accurately restating and courteously responding to others' ideas and by respectfully expressing original ideas
- **Vocabulary:** identifying how certain words are related and how their meanings connect

Blessed are those who find wisdom,  
those who gain understanding,  
for she is more profitable than silver  
and yields better returns than gold.

Proverbs 3:13–14

## Moments with the Master

In Proverbs 4:4–5, Solomon writes that his father taught him to get wisdom and understanding. Solomon needed both qualities as king. You need both as a teacher. Wisdom is not just acquiring a collection of facts. Fact-gathering leads to knowledge, which is a foundation for gaining understanding. Understanding follows knowledge when you discover how God's truth and facts work together. Wisdom comes with the application of both knowledge and understanding. It is through wisdom that good relationships, homes, classrooms, and churches are built. Wisdom provides you with answers for daily living and gives you perspective and discernment to live prudently, confidently, and lovingly. But how do you get wisdom? James admonishes that "if any of you lacks wisdom, you should ask God, who gives generously to all" (James 1:5). God is the source of wisdom. Wisdom is built from understanding gained from the knowledge and application of God's Word. When you spend time in God's Word, act on what He has said, and pray in faith, God will give you wisdom throughout your days and in the midst of confusing times. God will always point you to what is true. James 1:6 gives an important key to wisdom as well. Yes, you need to ask in order to receive wisdom, but you must also believe that God will provide the wisdom. Doubt interferes with receiving wisdom. So, ask in faith, trusting that God will provide exactly what you need. He always fulfills His promises!

## Preparation

## Objectives

**Grammar**

- Students will use adverbs that answer the questions how, when, where, and to what extent and will use the relative adverbs *when*, *where*, and *why*.

**Writing**

- Students will write poems based on their observations of nature and include sensory details, figurative language, and a sound device.

**Spelling**

- Students will spell words that are homographs.

**Speaking and Listening**

- Students will engage in small group discussions and respectfully follow the rules of courtesy as listeners and as speakers.

**Vocabulary Builder**

- Students will complete word maps, match synonyms, and define vocabulary words.

## Word Lists

**Spelling Words**

- |            |                 |                 |
|------------|-----------------|-----------------|
| • protest  | • invalid       | • rotation      |
| • complex  | • produce       | • gravity       |
| • sewer    | • record        | • surface       |
| • conflict | • wound         | • provision     |
| • console  | • continuous    | • transportable |
| • contract | • gravitational | • transporting  |
| • excuse   | • periodic      | • envision      |
| • increase | • proximity     |                 |

**Vocabulary Builder Words**

- |                 |              |              |
|-----------------|--------------|--------------|
| • clarification | • image      | • paraphrase |
| • confirm       | • multimedia |              |

## LOOKING AHEAD

- Add this chapter's spelling and vocabulary words to the Word Wall.
- For **Lesson 13.1**, obtain the poem "[A BIRD, CAME DOWN THE WALK](#)" BY EMILY DICKINSON and print a copy for each student. Arrange for students to go on a nature walk on school grounds or in a nearby park. (*Writing*)
- For **Lesson 13.5**, arrange for each student to have access to a [DEVICE WITH WORD-PROCESSING CAPABILITIES](#) and a [PRINTER](#). (*Writing*)
- For **Lesson 14.1**, select a historic person for each student to research or give students choices. See **BLM 14.1A Biography List** for ideas. Select [DIGITAL SOURCES](#), such as online encyclopedia articles, for students to use to research their historic people. Students will write biographies about their historic people in Chapter 15. Select a [WEBSITE ABOUT CORETTA SCOTT KING](#) for display. (Note: Consider using the last source listed on **DM 15.4C Model: Source List**.) (*Writing*)

## MATERIALS

- "A Bird, came down the Walk" by Emily Dickinson
- foam ball
- thesauri
- devices with word-processing capabilities
- printer

## Teacher Resources

**Blackline Masters****Grammar and Writing**

- BLMs 13.1A–B Homework: Chapter 13
- BLMs 13.2A–C Diagram Mats: Adverbs
- BLM 13.5A Building Sentences
- BLMs 13.5B–C Grammar Test: Chapter 13

**Spelling**

- BLM 13.1A Spelling Study Strategy: Chapter 13
- BLM 13.1B Homework: Chapter 13 Lesson 1
- BLM 13.2A Homework: Chapter 13 Lesson 2
- BLMs 13.2B–C Spelling Words: Chapter 13

BLM 13.4A Homework: Chapter 13 Test Prep

BLM 13.5A Answer Key for DM 13.5A

**Vocabulary Builder**

- BLM 13.1A Answer Key for DM 13.1A
- BLM 13.5A Vocabulary Test: Chapter 13

**Digital Masters****Grammar and Writing**

- DM 13.1A Chart: Adverbs
- DM 13.2A Adverb Diagrams
- DM 13.3A Relative Adverbs

DM 13.4A Compound Adverbs

DM 13.4B Adverbs or Adjectives

**Spelling**

- DMs 13.2A–C Chart: Homographs
- DMs 13.5A–B Proofreading: Kuroshio
- Vocabulary Builder**
- DM 13.1A Word Map: Paraphrase
- DM 13.3A Synonyms

Teacher Resources are available online. See Understanding Purposeful Design Language Arts at the front of this book for the URL.

### PREPARATION

#### Lesson 13.1

- Select **DM 13.1A Chart: Adverbs** for display. (Grammar)
- Obtain the poem “A BIRD, CAME DOWN THE WALK” BY EMILY DICKINSON and print a copy for each student. (Writing)
- Arrange for students to go on a nature walk on school grounds or in a nearby park. (Writing)

#### Lesson 13.2

- Obtain **FOAM BALL**. (Grammar)
- Select **DM 13.2A Adverb Diagrams** for display. (Grammar)
- Gather a thin dry-erase marker for each student. Print **BLMs 13.2A–C Diagram Mats: Adverbs** for every two students. Laminate and cut apart the mats. Clip together sets containing one of each type of mat. (Grammar)

#### Lesson 13.3

- Select **DM 13.3A Relative Adverbs** for display. (Grammar)

#### Lesson 13.4

- Select **DM 13.4A Compound Adverbs** for display. (Grammar)
- Select **DM 13.4B Adverbs or Adjectives** for display. (Grammar)
- Obtain several **THESAURI**. (Grammar)

#### Lesson 13.5

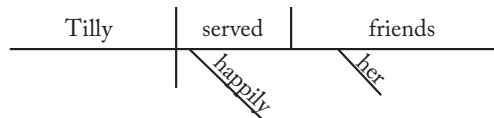
- Print **BLM 13.5A Building Sentences** for each student. Retrieve **BLMs 1.5B–C Diagramming Reference Sheet**. (Grammar)
- Print **BLMs 13.5B–C Grammar Test: Chapter 13** for each student. (Grammar)
- Arrange for each student to have access to a **DEVICE WITH WORD-PROCESSING CAPABILITIES** and a **PRINTER**. (Writing)

### Grammar 13.1

**1** Review that a past participle is the past tense form of a verb that can be combined with the helping verb *has*, *have*, *had*, or *will have* and that perfect tense describes actions that have been completed. Have students write and expand the following sentence in past-perfect, present-perfect, and future-perfect tenses: *Marco and Ina study*. (**Possible answers: past perfect: Marco and Ina had studied before their test; present perfect: Marco and Ina have already studied for this test; future perfect: Marco and Ina will have studied many hours by Friday.**) Review that the word *to* combined with a verb is called an infinitive. An infinitive does not function as a verb. It can act as a noun functioning as a subject or direct object. An infinitive phrase contains the infinitive and its objects and modifiers. Write the following sentences and direct students to copy them on whiteboards, to underline each infinitive phrase, and to write its function: *I want to go swimming*. (**direct object**) *To see Jesus* was important for *Zacchaeus*. (**subject**)

**2** Write *snap*, *laugh*, *stand*, and *walk* and have students perform each verb. Teach that adverbs are words that answer the questions how, when, or where when they modify verbs, adjectives, and other adverbs. Add the following adverbs and choose volunteers to act out each new phrase: *snap rhythmically*, *laugh softly*, *stand here*, and *walk away now*. Convey that adverbs provide more information about verbs. Ask which of the adverbs describe how (**rhythmically, softly**), when (**now**), and where (**here, away**). Teach that some adverbs that answer *how* are more specific. They answer how much or how little, or they tell how much intensity verbs, adjectives, and other adverbs express. These adverbs are called adverbs of degree. Write *Mercy swims fairly well*. Ask which adverb modifies *swims*. (**well**) Convey that the adverb *fairly* expresses how well Mercy swims. Cross out the word *fairly*. Ask students for other adverbs could answer to what extent. (**Possible answers: very, extremely, rather**) Display **DM 13.1A Chart: Adverbs**. Select volunteers to read the adverbs and example sentences. For the sentences, ask which adverb answers how (**silently**), when (**Earlier**), where (**downstairs**), and to what extent (**barely**).

Write *Tilly served her friends happily*. Have students identify the adverb and the question it answers. (**happily, how**) Diagram the subject, verb, and direct object. Review that possessive pronouns are diagrammed on a slanted line under the words they modify. Have a volunteer add *her* to the diagram as shown below. Teach that in sentence diagrams, each adverb is diagrammed on a separate slanted line under the word it describes. Add *happily* to the diagram as shown.



**3** Direct students' attention to the student page for Lesson 13.1. Have students complete the page.

### Writing 13.1

**1** Arrange students in groups. Distribute “A BIRD, CAME DOWN THE WALK” BY EMILY DICKINSON and direct students to read it silently. Then, have group members collaboratively identify the main idea of the whole poem and of each stanza. Guide group members to collectively compose a 2–4 sentence summary of the poem. Have individuals copy the summaries into their writing notebooks.

**2** Convey that poets select and arrange words into lines and stanzas to create sound patterns and to emphasize specific sensory details, emotions, or ideas. Such careful crafting gives each poem a tone, which is an author's emotion reflected in a text. Redirect students' attention to “A Bird, came down the Walk.” (Note: Punctuation and capitalization of poem's title are preserved from original.) Point out the multiple, simple observations about a bird. Ask students what tone, or emotion, these convey. (**curiosity**) Have students retain the poem for use throughout the chapter.

**3** Take students on a nature walk. Guide them to carefully observe sights, sounds, smells, and textures associated with any natural object, animal, or setting they are especially attracted to. Return to the classroom and arrange students in groups. Direct group members to take turns



describing sensory details about one thing they observed during the walk, including the emotion they felt in relation to it, regardless of whether that emotion was felt more during the observation or when thinking about it later. Have students write in their writing notebooks what they observed, an emotion related to their observation, and as many sensory details as they can recall.

## Grammar 13.2

- Review that adverbs answer how, when, where, or to what extent about verbs, adjectives, and other adverbs. Arrange students in a circle. Toss a **FOAM BALL** to a student while stating one of the following adverbs and have that student state the question the adverb answers: *carefully* (**how**), *later* (**when**), *somewhere* (**where**), *very* (**to what extent**), *never* (**when**), *there* (**where**), *confidently* (**how**), and *extremely* (**to what extent**). Then, direct that student to gently toss the ball to another student as you state the next adverb. Continue with additional adverbs as time allows.
- Write *Kelcy solved a puzzle calmly*. Teach that adverbs modifying verbs may change position in a sentence. Rewrite the sentence as *Calmly, Kelcy solved a puzzle*. Point out the adverb at the beginning of the sentence and the comma following it. Direct students to rewrite the sentence placing the adverb in the middle of the sentence. (*Kelcy calmly solved a puzzle*.) Teach that adverbs modifying adjectives and adverbs always come before the words they modify. Write *Very cautiously, Riley opened the door*. Select a volunteer to underline the adverbs. (*Very, cautiously*) Ask which adverb modifies the other adverb. (*Very modifies cautiously*.) Explain that the adverb *very* must remain in front of the adverb *cautiously* even when moved to a different part of the sentence. Have students rewrite the sentence with the adverbs in the middle and then with the adverbs at the end. (*Riley very cautiously opened the door*; *Riley opened the door very cautiously*.)
- Display **DM 13.2A Adverb Diagrams**. Read the first description and example sentence aloud. Ask students which adverb answers how (**suddenly**), when (**yesterday**), and where (**inside**). Remind students that an adverb that describes a verb is diagrammed on a slanted line under the verb. Review that adverbs of degree describe to what extent they modify verbs, adjectives, or other adverbs. They are written in front of the word they describe. Read the second example sentence. Ask which adverb answers how the bird squawked. (**loudly**) Which word answers how loudly? (**quite**) Point out that *quite* is an adverb of degree that answers to what extent. For the

## HOMEWORK

- Print and distribute **BLMs 13.1A–B**
- Homework: Chapter 13** to each student to complete for homework, one lesson at a time. (*Grammar 13.1–13.4*)

## ALTERNATIVE

- Obtain a **VIDEO OF A PLANT GROWING OR AN ANIMAL MOVING IN ITS NATURAL HABITAT** from Discovery Education or another source. Display the video. Then, have students write observations in their writing notebooks, including possible scents, sounds, and textures. (*Writing 13.1*)

Name \_\_\_\_\_

Grammar 13.1

Underline the adverb. Write **how**, **when**, **where**, or **to what extent** for the question it answers.

- Chipmunks live underground in burrows. **where**
- The weather is unusually warm for this time of year. **to what extent**
- Tomorrow, Adriel will have gone ten days without chocolate. **when**
- Vanna hums her favorite tune softly. **how**
- Mrs. Maniscalco warmly greets her class. **how**

Draw an arrow from the bold adverb to the word it modifies. Make a check mark to show whether it modifies a verb, adjective, or another adverb.

|   | verb | adjective | adverb |
|---|------|-----------|--------|
| 6. Blakely does <b>not</b> know what she will get her brother for his birthday. | ✓    |           |        |
| 7. After the road trip, the truck was <b>absolutely</b> filthy.                 |      | ✓         |        |
| 8. The child waited <b>so</b> patiently for his mother.                         |      |           | ✓      |
| 9. <b>Soon</b> , Mark will fly to Germany to visit his cousin.                  | ✓    |           |        |
| 10. Odette, we do not have a pet store <b>nearby</b> .                          | ✓    |           |        |

Diagram the sentence.

11. The rain pounded relentlessly.

rain | pounded

The | relentlessly

Highlight the infinitive phrase. Write **subject** or **direct object** to identify its function.

- To watch her dog win the Dachshund Dash was Ramona's dream. **subject**
- The entire Gale family loves to sing. **direct object**
- Teo tried to troubleshoot his computer problem on his own. **direct object**
- To play in the championship game is a football player's dream. **subject**

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Write an adverb from the Answer Bank to complete each sentence. Draw an arrow to the word it modifies. Circle the part of speech of the modified word.

- Adrian was bitterly sorrowful over the loss of his prized violin.  
verb (adjective) adverb
- He truthfully reported the incident to the police when they came to his house.  
verb (adjective) adverb
- Adrian had conducted searches nearby to no avail.  
verb (adjective) adverb
- The police thought his findings were oddly disjointed, but they had a suggestion.  
verb (adjective) adverb
- Posting reward fliers worked fairly well in these types of cases.  
verb (adjective) adverb

Diagram the subject, verb, adjectives, adverb, and interjection.

6. Eww! A freakishly hairy spider races across the floor.

Eww | spider | races

A | hairy | freakishly

Replace the bold adverb with a new adverb that answers the given question.

- Isaiah **rarely** gazes at the clouds. **how?** thoughtfully, calmly
- Right **now**, chicken sizzles on the grill. **where?** outside, here
- Kavya asked Neysa about the note **upstairs**. **when?** yesterday, earlier
- Keaton, **not** cheerful, answered the phone. **to what extent?** quite, unusually

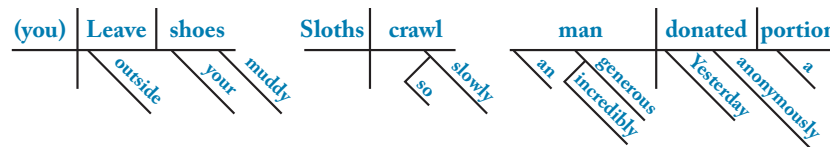
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### RECOVERY

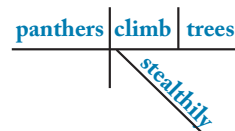
- Gather several **OBJECTS FROM NATURE**. Arrange students in groups. In each group, direct all but one student to close their eyes. Display an object from nature and have the student with open eyes describe it using two different sensory details without telling what the object is. Direct other group members to guess what the object is. Have those who guess incorrectly open their eyes and provide a different sensory description of the object. Continue until a student correctly guesses the object or until all group members have guessed incorrectly. Continue the activity with the remaining objects as time permits. (*Writing 13.1*)
- Help students understand the difference between the relative adverbs *where*, *when*, and *why* and regular adverbs, like those on **DM 13.1A Chart: Adverbs**, that answer the questions *how*, *when*, *where*, and *to what extent*. Emphasize that relative adverbs join two clauses. They introduce a dependent clause that describes or relates to a noun in the independent clause. Regular adverbs describe verbs, adjectives, or other adverbs. Write two example sentences, one with a relative adverb and one with a regular adverb. Discuss the sentences, asking questions about them until students are able to verbalize the functions of each type of adverb. (*Grammar 13.3*)

third sentence, select a volunteer to name the subject and the adjective that modifies it. (**bird, confused**) Ask to what extent the bird is confused. (**very**) State that an adverb is diagrammed on a slanted line under the adjective or adverb it describes.

- 4 Write the following sentences on the board. Select volunteers to underline the adverbs and to diagram the sentences as shown below: *Leave your muddy shoes outside. Sloths crawl so slowly. Yesterday, an incredibly generous man anonymously donated a portion of his income to the clinic.*



- 5 On the board, write *subject*, *adverb*, *verb*, and *direct object* and draw a writing line above each word. Model building a sentence by writing the subject *panthers* and the verb *climb* on the appropriate lines. Have students determine a direct object by asking *panthers climb what*. (**Possible answer: trees**) Write the direct object on the line. Have volunteers suggest an adverb that tells how panthers climb the object and write the suggestion. (**Possible answer: stealthily**) Have students diagram the words and then suggest a sentence according to the diagram. Distribute dry-erase markers and sets of prepared mats from **BLMs 13.2A–C Diagram Mats: Adverbs**. Direct students to fill in the diagram mats and to share their created sentences with a partner.



- 6 Direct students' attention to the student page for Lesson 13.2. Have students complete the page.

### Writing 13.2

- 1 Direct students to retrieve "A Bird, came down the Walk." Have them close their eyes while you read the first line aloud. Direct students open their eyes and briefly discuss what kind of bird they imagined and how it moved. Have students close their eyes again while you read aloud the second line. Discuss whether students' mental images changed and how the bird might move differently if it were aware of the observer. Read the third line. Ask how it changes students' mental images. (**Possible answer: The bird stopped moving forward and bit a worm.**) Direct students' attention to the printed poem. Convey that each line of a poem tells a specific description or idea. Successive lines may build on each other, as in lines 1–2, or they may shift to different images or ideas, as in lines 2–3. Ask whether the this poem's details are organized by importance, location, or time. (**time**) Share that poets may organize their details in any way that makes sense. Guide students to begin creating a checklist for a nature poem that includes lines focused on specific descriptions or ideas and the poem having at least eight lines.
- 2 Direct students to each draft a poem in their writing notebooks using their listed sensory observations from their nature walk. Share that at this time, the poems do not need to include rhyme or complete sentences but should focus on telling one specific description or idea in each line. Guide students to select sensory descriptions that convey their desired tone.

### Grammar 13.3

- 1 Have students write a simple sentence containing an adverb. Direct them to trade sentences with a partner and to diagram their partner's sentence. Have them identify whether their partner's adverb modifies a verb, an adjective, or another adverb.
- 2 Teach that the words *where*, *when*, and *why* are relative adverbs. They provide information about places, time, or reasons. Relative adverbs join two clauses. Review that independent clauses stand alone as a complete thought with a subject and a verb. Dependent clauses do not stand alone as a complete thought even though they also have a subject and a verb. Write *The groundskeeper*

searched the garden where the mole was seen. Ask for the independent clause. (**The groundskeeper searched the garden.**) Teach that the clause that begins with the relative adverb is a dependent clause that relates to or describes a noun in the independent clause. Ask what the relative adverb is. (**where**) What is the dependent clause? (**where the mole was seen**) Which noun does it describe? (**garden**) Does it describe a time, place, or reason? (**place**) Reiterate that relative adverbs can be used to combine clauses. Display **DM 13.3A Relative Adverbs** and read the examples. Have students complete the practice sentence. (**I like Homer Field where I play baseball.**)

3 Direct students' attention to the student page for Lesson 13.3. Have them complete the page.

## Writing 13.3

1 Direct students to retrieve "A Bird, came down the Walk" and to read the first two stanzas chorally. Ask them which pairs of words rhyme. (**saw and raw, Grass and pass**) Which lines of each stanza rhyme? (**2 and 4**) Does this pattern continue throughout the poem? (**No.**) Share that many poets use consistent rhyming patterns or use no rhyme but that Emily Dickinson chose to be different. Then, have students chorally read the fourth and fifth stanzas. Ask which sound is repeated in the first two lines of the fourth stanza. (**/k/**) Which sounds are repeated in the last stanza? (**/ō/, /s/, /b/**) Share that the repetition of first or emphasized sounds is called alliteration. Both rhyme and alliteration are sound devices often used in poetry. Onomatopoeia, or words that imitate the sounds they describe, is another common sound device. Guide students to add to their checklists that their poems should include at least one example of a sound device.

2 Direct students to retrieve their nature poems and to revise them to include at least one sound device. State that students may substitute sensory details to make their sound devices work better but that their details and sound devices should maintain their desired tone.

## Grammar 13.4

1 Have students name the three relative adverbs. (**where, when, why**) Write *Treacherously icy roads were the reason \_\_\_\_\_ school was canceled.* Ask which relative adverb completes the sentence. (**why**) Have students write a sentence containing a relative adverb. Then, direct them to switch sentences with a partner and to circle the relative adverb. Select volunteers to share their sentences.

## ENRICHMENT

• For Exercise 11 on the Lesson 13.3 student page, have students write two additional sentences using each kind of word in a different order than listed on the page. Encourage students to include compound elements, such as a compound subject, verb, or direct object. Direct them to trade papers with a partner and to diagram their partner's sentences. (Note: Verify students' diagrams using **BLMs 1.5B–C Diagramming Reference Sheet.**) (*Grammar 13.3*)

Name \_\_\_\_\_

**Grammar 13.3**

Combine the sentences using a relative adverb. Rearrange words if needed.

- Florence walks into the kitchen. Heather is cooking pasta.  
**Florence walks into the kitchen where Heather is cooking pasta.**
- You are staring at the pot of water. Is there a reason?  
**Is there a reason why you are staring at the pot of water?**
- The water boils. I will put the noodles in the pot.  
**I will put the noodles in the pot when the water boils.**

Match the independent clause to a dependent clause that completes its meaning.

|  |                                 |
|--|---------------------------------|
| 4. Young Esme wonders about the reason | when she hears howling coyotes. |
| 5. Ayla shivers at night               | where her family lives.         |
| 6. Maeko visits Japan                  | why the sky is blue.            |

Highlight the relative adverb. Draw a rectangle around the dependent clause it introduces. On the line, write the noun in the independent clause that the dependent clause describes.

- In the northern hemisphere, autumn is the season when leaves turn colorful and crispy.  
**season**
- Abuelo lives in the southern hemisphere where autumn brings warmth and new growth.  
**hemisphere**
- The earth's tilt and revolution are the reasons why we experience changing seasons.  
**reasons**
- Some people live in the tropics where temperatures generally remain high year-round.  
**tropics**

11. Write a sentence using each kind of word listed in the order below. Add extra words as needed to make a complete sentence. Diagram the sentence.

adverb   adjective   subject   verb   direct object

**Answers will vary.**

S   V   DO  
ADJ   ADV

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**Grammar 13.4**

Below the sentence, draw an arrow from each adverb to the word it modifies. Label each modified word's part of speech.

- Junjie rarely sees but often hears his cat clawing the couch.  
ADV   ADJ
- Annisa swallowed a shockingly tart mouthful of berries earlier.  
ADV   ADJ
- Here in this very thickly wooded area lives a nearly blind wombat.  
ADV   ADJ   ADV   V   ADJ

4. Use proofreading marks to correct the seven compound adverbs in the paragraph. Use a dictionary.

Thea eagerly checked her watch. She looked for her glasses, but they were sitting on her head all along. She self-consciously adjusted her graduation cap. Dozens of brightly colored signs fluttered in the crowded stands. She spotted her grandparents, who were staying over night. Nana's cheerful wave some how encouraged her. She reminded herself that the graduation would only be broadcast in house, so more or less confidently, she launched into her speech.

**Proofreading Marks**  
 ~ Delete.  
 ^ Add something.  
 □ Close the space.

In each sentence, cross out the overused adverb. Fill in the circle next to the best vivid adverb to replace it.

- Ahh, this ice cream tastes ~~totally~~ minty.  
☐ barely   ☐ more or less   ☒ thoroughly
- The boys' ~~very~~ smart mother is an expert puzzle-solver.  
☐ deliciously   ☐ fairly   ☒ incredibly
- Sheena ~~really~~ wants to see that movie in the theater.  
☐ astoundingly   ☒ desperately   ☐ possibly
- Dory, the cartoon fish, loses her memory ~~so~~ frequently.  
☒ alarmingly   ☐ majorly   ☐ somewhat
- Replace the incorrect relative adverb with the correct one.  
 The astronauts boarded the International Space Station ~~when~~ **where** they lived for months.

78 Skills: compound adverbs, vivid adverbs © Language Arts • Language and Writing Grade 5



### EXTENSION

- Review that compound nouns, adjectives, and adverbs can be combined, separated, or hyphenated. On the board, write *self-esteem* (**noun**), *self-confident* (**adjective**), and *self-importantly* (**adverb**) and have students identify their parts of speech. Direct students to write sentences with compound words and to diagram them. (*Grammar 13.4*)
- Arrange for students to hold a poetry reading in the school's library. Invite family members or other classes to attend the event. (*Writing 13.5*)

- 2 Write *Somehow, Sybil's lunch box fell upside down*. Ask students which words answer how. (**somehow, upside down**) State that *somehow* and *upside down* are both compound adverbs. Teach that a compound adverb is two or more words joined together to function as one adverb. The words may be combined as one word (somehow), separated (upside down), or hyphenated (off-road). Write *Chesterton drove his truck off-road*. Have students name the compound adverb and the question it answers. (**off-road, where**) Display **DM 13.4A Compound Adverbs**. Chorally read the examples. Explain any adverbs that are unfamiliar to students. Then, direct students to write sentences using compound adverbs. Have them keep their sentences for the next activity.
- 3 Display **DM 13.4B Adverbs or Adjectives** and review the information at the top. For each sentence, direct students to write the bold word that best describes the underlined word and to identify it as an adverb or adjective. (**1. semi-regularly, adverb; 2. hard-working, adjective; 3. barely, adverb; 4. greedy, adjective; 5. topsy-turvy, adverb; 6. extremely, adverb**) Then, display DM 13.4A and state that some of the compound adverbs listed can also be used as adjectives, such as in *overnight bag* or *upside-down cake*. Have students retrieve their sentences from the previous activity and verify that their compound adverbs function as adverbs, not as adjectives.
- 4 Write *Priscilla walks slowly, but Li walks quickly*. Have students identify the adverbs. (**slowly, quickly**) Convey that *slowly* and *quickly* are adverbs that can be dull and overused. Distribute **THE SAURI** to volunteers and have them find more interesting synonyms for the words. Reread the sentence with the synonyms and point out that vivid adverbs create stronger mental images.
- 5 Direct students' attention to the student page for Lesson 13.4. Have students complete the page.

### Writing 13.4

- 1 Arrange students in groups. Direct them to locate **Psalms 19** in their Bibles. Guide them to identify the stanzas and then have them read the psalm silently. Direct group members to collaboratively identify the main idea of the whole psalm and of each stanza. Guide group members to collectively compose a 2–4 sentence summary of the psalm. Have individuals copy the summaries into their writing notebooks.
- 2 Redirect students' attention to **Psalms 19**. Ask students, according to verses 1–2, what God uses to reveal truth about Himself. (**Possible answers: creation; heavens, skies**) According to verses 7–11, what else does God use to reveal His truth? (**His Word**) Reiterate that God spoke directly through His Word to reveal everything people need to know about Him, about what He wants them to do, and about how to have relationship with Him (2 Timothy 3:14–17). In response to God's revelation, ask how believers should respond according to verses 12–14. (**by asking God to forgive their sin, by asking His help not to sin, and by acting in ways that please Him**)
- 3 Direct students to retrieve "A Bird, came down the Walk." Have them read the third stanza chorally. Ask whether the phrase "Velvet Head" suggests a positive or a negative tone. (**positive**) What other words could be used instead of *velvet*? (**Possible answers: smooth, soft, silky**) Discuss with students how their mental images of the bird's head change with the use of different synonyms. Challenge students to change *velvet* to create a negative tone. (**Possible answers: scrawny, matted, skittish, fearful**) Emphasize that vivid words help readers imagine something in exact detail, which helps writers convey their desired tone. State that figurative language helps create vivid mental images through comparisons. Review the types of figurative language: similes compare things using the words *like* or *as*; metaphors compare two unlike things without using *like* or *as*; personification compares animals or objects to humans by giving them human characteristics or behaviors; hyperbole is used to exaggerate a point, which creates a mental comparison between the exaggeration and reality. Guide students to identify figurative language in lines 11–12 and 15–20. (**Possible answers: looked like frightened Beads, rowed him softer Home**) Lead a discussion about the mental images the figurative language inspires.
- 4 Guide students to add items to their checklists about using vivid words and one instance of figurative language. Have students revise their poems to include these but keep their desired tone.

## Grammar 13.5

- Review that adverbs answer the questions how, when, or where when they modify verbs. They answer the question to what extent when they modify adjectives or other adverbs. When adverbs describe verbs, they may be placed at the beginning, middle, or end of a sentence. Adverbs that modify adjectives or other adverbs are placed before the words they describe. Relative adverbs *where*, *when*, and *why* join independent and dependent clauses. They relate to nouns by describing a time, place, or reason. Distribute **BLM 13.5A Building Sentences** to each student. Arrange students in small groups and have group members work together to complete the page. (Note: Verify any variations of diagrams with **BLMs 1.5B–C Diagramming Reference Sheet**.)
- Direct students to turn to the student pages for Lesson 13.5 and to complete Exercise 1. Read **Joshua 1:9**. State that Joshua was about to lead the conquest of the promised land as God had directed him. Ask what gave Joshua the courage he needed to complete this dangerous task. (**God promised to be with him.**) Convey that believers today have the same promise. They can follow God's leading without fear because He will protect and provide for them along the way. Have volunteers share situations in which believers need courage. (**Answers will vary.**) Guide students to brainstorm adverbs for how they can follow God. (**Possible answers: boldly, confidently, courageously, faithfully**) Have them complete the remaining exercises on their student pages.
- Distribute **BLMs 13.5B–C Grammar Test: Chapter 13** to each student and administer the test.

## Writing 13.5

- Have students retrieve "A Bird, came down the Walk" and direct their attention to the words that begin each line. State that lines of poetry begin with capital letters. Review that complete sentences should be punctuated as such but that complete sentences are not required. Have students add these items to their checklists. Then, direct students to type their nature poems using the prepared **DEVICES**. Have students revise their poems according to their checklists before **PRINTING**.
- As time allows, arrange students in groups and have them read their poems aloud. Guide students to engage in balanced, courteous, small-group discussions about how the sensory descriptions, sound devices, and figurative language in each poem create a particular tone and mental images.

## NOTES

Name \_\_\_\_\_

Grammar 13.5

1. Use the code to fill in the missing words. Highlight the adverbs.

|   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| a | b | c | d | e | f | g | h | i | j  | k  | l  | m  | n  | o  | p  | q  | r  | s  | t  | u  | v  | w  | x  | y  | z  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |

Did I N O T command you to be strong and  
C O U R A G E O U S? Therefore do N O T  
 be afraid nor discouraged. Your God will N O T desert you but will be with you  
W H E R E V E R you go. (from Joshua 1:9)

Circle the adverb in the sentence that answers the given question. Label the verb, adjective, or adverb it modifies.

- how Twins Lien and Liang often dress similarly.
- where Grandpa, did you really hike uphill in the snow frequently as a boy?
- when My faithful father makes car payments monthly.
- to what extent The media fairly quickly published stories about the fire.

6. Label each word in the sentence. Diagram the sentence.

ADV N HV AV ADV ADJ ADJ N  
 Tonight, Aubrey will adopt recently newborn Labrador puppies.

Aubrey | will adopt | puppies  
 Tonight | newborn | Labrador

N = noun  
 HV = helping verb  
 LV = linking verb  
 AV = action verb  
 ADJ = adjective  
 ADV = adverb

Make a check mark next to each sentence in which the relative adverb is used correctly.

- ☐ The Peabody is the hotel in Memphis why ducks daily march through the lobby.
- ☒ A songwriter composed lyrics about a range where buffalo roam and antelope play.
- ☐ Do you know the reason when Pammy quit the cheerleading squad?

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10. Cross out at least four dull adverbs. Replace them with vivid adverbs.

Possible answers:  
 Today we play volleyball on the beach. Hikari serves the ball quite aggressively exceedingly pretty hard. It sails too far out of bounds. Ren gently serves the ball, but it kind-of grazes the net. Emilia smacks the ball surprisingly skillfully nicely. She sends it just outside of the opposing players' reach, and we earn a point. We really cheer.

Creative Writing

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### PREPARATION

#### Lesson 13.1

- Select two challenge words for the pretest. To meet your students' needs, choose words from *Vocabulary Builder*, a cross-curricular subject, misspelled words from a previous assignment, or words that interest your students. Consider using the word *convict* because it is a homograph.
- Print **BLM 13.1A Spelling Study Strategy: Chapter 13**, add the challenge words, and copy the page for each student.

#### Lesson 13.2

- Select **DMs 13.2A–C Chart: Homographs** for display.

#### Lesson 13.4

- Select **DMs 13.2B–C Chart: Homographs** for display.

#### Lesson 13.5

- Select **DMs 13.5A–B Proofreading: Kuroshio** for display. Print **BLM 13.5A Answer Key for DM 13.5A** for reference.

### HOMEWORK

- Have students review the chapter's spelling words.
- Print and distribute **BLM 13.1B Homework: Chapter 13 Lesson 1** to each student to complete for homework. (13.1)
- Print and distribute **BLM 13.2A Homework: Chapter 13 Lesson 2** to each student to complete for homework. (13.2)
- Print and distribute **BLM 13.4A Homework: Chapter 13 Test Prep** to each student to complete for homework. (13.4)

### Lesson 13.1

- 1 For the spelling pretest, use the sentences that follow or develop original ones. Say each underlined word, use it in a sentence, and repeat the word. Then, have students write each spelling word. Direct students who cannot spell a word to write the letters they hear.

#### Pattern Words

1. There was a peaceful protest at the courthouse.
2. The new apartment complex is near the beach.
3. Our street flooded when tree roots blocked the sewer.
4. The conflict between the siblings ended quickly.
5. We used our computer game console to stream a video about the ocean.
6. The contract for the purchase was signed by both buyer and seller.
7. Mrs. Gonzales will excuse her class from an assignment.
8. Currents increase the nutrients in ocean water.
9. The expired coupon was invalid.
10. Our teacher will produce a map of the Gulf Stream.
11. We will record the science program to view later.
12. The wound in the sailor's foot was from a sharp splinter.

#### Content-Specific Words

13. The waves rolled past our boat in a continuous advance on the shore.
14. The moon exerts a gravitational pull on the tides.
15. The course of a current can undergo periodic changes.
16. The swimmer was in close proximity to the shore.
17. A current's direction is caused by the rotation of the earth.
18. The force of gravity creates ocean tides.
19. A red sailboat bobbed up and down on the water's surface.

#### Power Words

20. Jesus is God's provision for the salvation of all who believe.
21. Some cargo is transportable only by ship.
22. Mrs. Milano is transporting the students' science fair projects.
23. Lucille can envision herself owning the restaurant of her dreams.

#### Challenge Words

24. \_\_\_\_\_ (Insert your choice.)
25. \_\_\_\_\_ (Insert your choice.)

- 2 (Note: The pattern words for this lesson are homographs. One of each homograph is presented in the pretest sentences. The Spelling Dictionary lists each homograph as a separate entry word.) Direct students to self-correct their pretests. Write each word on the board. Point out that the pattern words in this chapter are homographs. Homographs are words that are spelled the same but have different meanings and pronunciations. The pronunciation of the homograph depends on the way the word is used in context. Note the roots *port* and *vis* in the power words.

- 3 As a class, read, spell, and read each word. Direct students to circle misspelled words with a colored pencil and to rewrite them correctly.

- 4 Proof and return students' pretests. Direct students to use their pretests for individualized study at school or at home.

- 5 Distribute **BLM 13.1A Spelling Study Strategy: Chapter 13** for students to use when practicing their words at home.

## Lesson 13.2

1 Display **DM 13.2A Chart: Homographs** and select a volunteer to read the definition at the top. Then, read each sentence below and the two pronunciations on DM 13.2A for the underlined word, repeating the pronunciations as needed. Select a volunteer to pronounce and circle the pronunciation that matches the pronunciation of the underlined word.

- There is no excuse for poor quality work. (/ik 'skyōōs/)
- We helped the invalid with his yard work. (/in və ləd/)
- The sewer pricked his finger with the needle. (/sō ūr/)
- My project ideas conflict with the director's. (/kən 'flikt/)
- We will console Geneva after the loss of her puppy. (/kən 'söl/)
- The pupils in our eyes contract in bright light. (/kən 'trakt/)
- The local grocer carries fresh produce. (/prō dōōs/)
- The witness's testimony was entered into the trial record. (/re kərd/)
- I wound the garden hose on the reel. (/wound/)
- The dogs protest their hunger by whimpering. (/prə 'test/)
- Predicting rip currents is often a complex science. (/kəm 'pleks/)
- With extra study, Sabrina will increase her scores. (/in 'krēs/)

2 Choose volunteers to read the pronunciations from DM 13.2A that were not circled and to generate original sentences. Direct students to check the definitions in the dictionary at the back of their student books as needed. Then, display **DMs 13.2B–C Chart: Homographs**, arrange students in pairs, and assign a set of homographs to each pair. Direct pairs to think of how to act out their words' meanings. Then, have pairs demonstrate their homographs' meanings for the class.

3 Direct students' attention to the first student page for Lesson 13.2. Say, spell, and say each pattern, content-specific, and power word. Read this chapter's challenge words and have students write them in the spaces provided. Direct students to complete the exercises independently.

## RECOVERY

- For students who spelled less than half correctly on the spelling pretest, assign the following reduced word list: *wound, excuse, record, conflict, sewer, increase, surface, periodic, gravity, continuous, transporting, and provision*. Modify the evaluation of assignments and the test accordingly. (13.1)

Name \_\_\_\_\_

**Spelling 13.2**

Homographs are words that are spelled the same but have different meanings and pronunciations.

Write the homograph from the pattern words next to its pronunciations.

|                               |                 |
|-------------------------------|-----------------|
| 1. /'kən söl/ /kən 'söl/      | <u>console</u>  |
| 2. /'wōōnd/ /'wound/          | <u>wound</u>    |
| 3. /'kəm pleks/ /kəm 'pleks/  | <u>complex</u>  |
| 4. /'prə test/ /prə 'test/    | <u>protest</u>  |
| 5. /in 'və ləd/ /in və ləd/   | <u>invalid</u>  |
| 6. /prə 'dōōs/ /prō dōōs/     | <u>produce</u>  |
| 7. /ik 'skyōōz/ /ik 'skyōōs/  | <u>excuse</u>   |
| 8. /ri 'kōrd/ /rē kərd/       | <u>record</u>   |
| 9. /in 'krēs/ /in krēs/       | <u>increase</u> |
| 10. /'kən trakt/ /kən 'trakt/ | <u>contract</u> |
| 11. /'kən flikt/ /kən 'flikt/ | <u>conflict</u> |
| 12. /'so ūr/ /'sō ūr/         | <u>sewer</u>    |

**Pattern**  
protest  
complex  
sewer  
conflict  
console  
contract  
excuse  
increase  
invalid  
produce  
record  
wound

**Content-Specific**  
continuous  
gravitational  
periodic  
proximity  
rotation  
gravity  
surface

**Power**  
provision  
transportable  
transporting  
envision

Write content-specific words to complete the exercises.

- Rivers flow because of g\_\_\_\_\_ ravine. What causes the currents in the oceans to flow?
- Currents are c\_\_\_\_\_ continuous streams of water within larger bodies of water such as oceans.
- The g\_\_\_\_\_ gravitational pull of the earth and the direction of the wind affects a current's strength and p\_\_\_\_\_ periodic changes in course.
- Many currents are in close p\_\_\_\_\_ proximity to continents. Fish thrive near the s\_\_\_\_\_ surface of currents.
- The direction of a current's flow is determined by the earth's r\_\_\_\_\_ rotation.

**Challenge**

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| Prefix |          | Root |          | Suffix |                   |
|--------|----------|------|----------|--------|-------------------|
| trans- | across   | port | to carry | -ing   | continuous action |
| en-    | in, into | vis  | to see   | -ion   | state of          |
| pro-   | forward  |      |          | -able  | capable of        |

Write the power words. Order may vary.

- provision
- transporting
- transportable
- envision

Refer to the chart to complete the exercises. Write the word that is being defined.

- able to be carried from one place to another  
transportable
- carrying across a distance  
transporting
- a plan created when looking ahead  
provision
- to see in one's mind  
envision

Write power words to complete the sentences.

- Sailors use God's provision of the Gulf Stream current, which flows from the Straits of Florida to the Grand Banks near Canada, to move cargo great distances.
- In colonial days, soon after sailors had discovered the Gulf Stream, ships were transporting goods from the Caribbean Sea to the northern colonies, using the current to speed their voyages.
- Almost anything that was transportable from one port to another was carried by ship.
- Although the early sailors could not envision today's computerized ships, they knew a great deal about using currents for navigation.

**Pattern**  
protest  
complex  
sewer  
conflict  
console  
contract  
excuse  
increase  
invalid  
produce  
record  
wound

**Content-Specific**  
continuous  
gravitational  
periodic  
proximity  
rotation  
gravity  
surface

**Power**  
provision  
transportable  
transporting  
envision

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### ENRICHMENT

- For students who spelled all the words correctly on the spelling pretest, assign three of the following extra challenge words: *kinesthetic, forevermore, charitable, infectious, subordinate, or violation*. (13.1)
- Direct students' attention to the map of the Gulf Stream on the second student page for Lesson 13.2. State that this drawing was made by Benjamin Franklin over 200 years ago. Challenge students to draw a map showing the location and physical features of an interesting place of their choice. Have them write a persuasive paragraph encouraging their classmates to visit. (13.5)

- 4 Have students turn to the second student page for Lesson 13.2 and build the power words.
  - The root *port*, the prefix *trans-*, and the suffix *-ing* make the word *transporting*.
  - The root *vis*, the prefix *pro-*, and the suffix *-ion* make the word *provision*.
  - The root *vis*, the prefix *en-*, and the suffix *-ion* make the word *envision*.
  - The root *port*, the prefix *trans-*, and the suffix *-able* make the word *transportable*.

Ask students for additional words that have the roots *port* and *vis*. (**Possible answers: export, portable, vision, visual**) Direct students to complete the exercises independently.

### Lesson 13.4

- 1 Direct students to find the homographs *wound*, *wound*, *console*, and *console* in the dictionary at the back of their student books. Have students read the definitions for both entries for each homograph silently and study each homograph. Select volunteers to read the sample sentence for each word aloud. Then, read the following sentences one at a time and ask students which dictionary entry matches each sentence:
  - When I fell, I received a wound on my knee. (**one**)
  - Nathan wound the antique clock before setting the time. (**two**)
  - Aang will console his friend. (**two**)
  - The game console needs repair. (**one**)

- 2 Display only the homographs and their pronunciations from **DMs 13.2B–C Chart**:

**Homographs.** Arrange students in pairs. Direct pairs to choose two words from the chart, each from a different set of homographs. Have pairs create a sentence for each word to read to the class. After pairs read each of their sentences, select volunteers to point to the pronunciation of the homograph used in the sentence.

- 3 Have students turn to the word *excuse* in their student dictionary. Ask for the part of speech, definition, and sample sentence of the second entry. (**n.; a good reason; Mr. Axe accepted Monica's excuse for being late to class.**) Share that God's divine qualities are evident to all people, believers and nonbelievers, in His creation that is all around them. The world is full of examples of God's purposeful design and ongoing attention. Read **Romans 1:20** and point out that this verse shows that even those who have not heard the Gospel still can understand that God is their Creator and that people are sinful. Ask what kinds of excuses people make for not following Jesus. (**Answers will vary.**) Summarize Luke 14:15–23 and point out that Jesus told this parable to illustrate how those who make excuses to not follow Him will never take part in the blessings of eternal life with Him.

- 4 Direct students' attention to the student page for Lesson 13.4 and have students complete it independently.

### Lesson 13.5

- |            |            |                 |                 |
|------------|------------|-----------------|-----------------|
| • protest  | • excuse   | • continuous    | • surface       |
| • complex  | • increase | • gravitational | • provision     |
| • sewer    | • invalid  | • periodic      | • transportable |
| • conflict | • produce  | • proximity     | • transporting  |
| • console  | • record   | • rotation      | • envision      |
| • contract | • wound    | • gravity       |                 |

- 1 Display **DM 13.5A Proofreading: Kuroshio**. Remind students that persuasive writing is a kind of writing used to convince the reader of a particular point of view. Read the article and ask students what the author is trying to persuade the reader to consider. (**Possible answers:**



to stay safe from typhoons by knowing where they may occur, to stay safe from typhoons by preparing for them and not underestimating them.) Review the proofreading marks and remind students that these marks are used to correct mistakes in a piece of writing. Slowly read the text and direct students to raise their hands when they notice an error. Have students identify the marks that are needed to correct the error. Correct the identified mistakes using the appropriate proofreading marks. Use **BLM 13.5A Answer Key for DM 13.5A** as a guide. Display **DM 13.5B Proofreading: Kuroshio** and choose a volunteer to read the corrected version of the text.

2 Direct students' attention to the student page for Lesson 13.5 and have students complete it independently.

3 Administer the test. Dictate the words by using the sentences from the pretest or by developing original ones. Reserve the words *record*, *increase*, *surface*, *gravity*, and *transporting* for the dictation sentences. Use the following procedure for the dictation sentences: read the sentence, direct the class to say the sentence with you, then read the sentence again. Dictate the following sentences:

- Sailors made maps to record the location of useful currents.
- Knowledge of currents began to increase in the 1500s.
- Water on the surface of the current is warmer.
- The force of gravity from the moon creates ocean tides on Earth.
- The ships will begin transporting cargo again after the repairs are finished.

## EXTENSION

• Print **BLMs 13.2B–C Spelling Words:**

**Chapter 13** and write the challenge words in the blank spaces. Then, make a copy on **CARD STOCK** for each student. Distribute the flash cards for students to cut apart and keep for practicing their spelling words at school or at home. (13.2)

• For a cross-curricular connection, have students experiment with generating water currents using wind power. Fill a shallow **DISHPAN** one-third full with clean **WATER**. Distribute **DRINKING STRAWS** to three students and direct them together to blow softly across the surface of the water, observing the ripples that form. Change variables such as the distance from the straw to the water, the force with which air is blown, or the direction of the air flow. Challenge students to predict what will happen when the variables change. (13.2)

Name \_\_\_\_\_

**Spelling 13.4**

Fill in the circle in front of the phrase that matches the meaning of each bold homograph.

- The **sewer** runs underneath the street.
  - ☐ a person who sews
  - ☒ a tunnel made for wastewater
- Dr. Griffith's speech is about the **complex** topic of salmon swimming against the current.
  - ☒ hard to analyze
  - ☐ a building or group of housing units
- There is no **excuse** for being late to the presentation.
  - ☐ to remove responsibility
  - ☒ a good reason
- The teacher will **record** the speech.
  - ☒ to copy for future use
  - ☐ an official document
- Dr. Griffith will **produce** charts showing currents in the Pacific Ocean.
  - ☒ to make available
  - ☐ fresh fruits and vegetables
- The class will **protest** the shortening of their recess.
  - ☐ a statement of displeasure
  - ☒ to express displeasure
- I am ready to **increase** my knowledge of ocean currents and fish.
  - ☐ an addition
  - ☒ to make greater

Write a pattern word to complete each sentence. Circle the correct pronunciation for each word.

- Read the **contract** before you buy the sailboat.  
/kən 'trakt/ /kan 'trakt/
- An **expired** coupon is **invalid**.  
/in 'və led/ /'in və led/
- A **splitter** of wood caused a **wound**.  
/'wōnd/ /'wound/
- The boys' ideas often **conflict**, but they usually resolve their problems.  
/kən 'flikt/ /kan 'flikt/
- Danielle will **console** her hurting friend.  
/kən 'sōl/ /kan 'sōl/

**Pattern**  
protest  
complex  
sewer  
conflict  
console  
contract  
excuse  
increase  
invalid  
produce  
record  
wound

**Content-Specific**  
continuous  
gravitational  
periodic  
proximity  
rotation  
gravity  
surface

**Power**  
provision  
transportable  
transporting  
evision

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Use the proofreading marks to identify mistakes in this article. Correctly write the misspelled words on the lines below.

**Spelling 13.5**

**Safety Tips for Rip Currents**

When winds cause a strong offshore current that collides with the return flow of waves, a rip current is formed. Rip currents flow away from shore, sometimes with great strength. although invisible to people on the beach, rip currents usually extend from shoreline through the surf zone and past the continuous line of breaking waves. Rip currents can occur on any beach that can produce waves, including the Great Lakes. Rip currents are extremely dangerous. A rip current begins transporting an unsuspecting swimmer out to deep water in just a matter of minutes. This can cause panic, and panic will increase the swimmer's desperation to return to shore. The swimmer's intended direction and the rip current's pull are in direct conflict, causing the tired swimmer to need an immediate rescue.

Frequent review of these safety precautions will help keep swimmers safe. There is no excuse for not following any these rules.

- Always swim at a beach that has a lifeguard.
- Never swim alone.
- Do not fight the current. Swim perpendicular to the current, then swim to shore.
- If you cannot escape, float on the surface or tread water.
- Know the rip current risk for the day you intend to swim.

Scientists conduct research to predict and record the occurrence and strength of rip currents. awareness of the rip current danger will help reduce the number of rip current related rescues.

Order may vary.

- continuous
- produce
- transporting
- increase
- conflict
- excuse
- surface
- record

**Proofreading Marks**  
○ Circle misspellings.  
≡ Make a capital letter.  
⊖ Add a period.  
✓ Delete.  
^ Add something.  
/ Make a small letter.  
¶ Make a new paragraph.

**Content-Specific**  
continuous  
gravitational  
periodic  
proximity  
rotation  
gravity  
surface

**Power**  
provision  
transportable  
transporting  
evision

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### VOCABULARY BUILDER

- **clarification** an explanation that makes something clear or understandable
- **confirm** to assure that something is true
- **image** a physical or mental picture
- **multimedia** including several types of media such as video, images, or sound
- **paraphrase** to say or write someone else's idea using different words

### PREPARATION

#### Lesson 13.1

- Select 10–20 vocabulary words from previous chapters that can be represented by drawings. Write each word on an index card.
- Select **DM 13.1A Word Map: Paraphrase** for display. Obtain a **THESAURUS** for each pair of students. Print **BLM 13.1A Answer Key for DM 13.1A** for reference.

#### Lesson 13.3

- Select **DM 13.3A Synonyms** for display. **Lesson 13.5**
- Print **BLM 13.5A Vocabulary Test: Chapter 13** for each student.

### HOMEWORK

- Have students review the chapter's Vocabulary Builder words.

### ENRICHMENT

- Obtain a **LARGE-SIZED PAPER** for each small group. Arrange the class into groups. Distribute a large-sized paper to each group and have them title it *How to Learn Something New*. Guide groups to create a poster that gives steps or advice for learning something new and that includes all the vocabulary words. (**Possible answers: Paraphrase new information to make sure you understand it. Ask for clarification when you don't understand. Draw an image to help you remember. Confirm your answers. Create a multimedia presentation of the information and share it with someone else.**) (13.3)

### Lesson 13.1

- 1 Divide the class into two teams. Have one student from each team come to the board. Reveal a prepared vocabulary word card to the two students and direct them to each draw a picture on the board. Direct teams to guess the word from the drawings. Award a point to the team that guesses the word first. Continue playing until all students have had a turn or as time allows.
- 2 Review with students that making an organizer or word map of new words is one vocabulary building strategy that will help them remember the words and make connections to them. Display **DM 13.1A Word Map: Paraphrase**. Write the vocabulary word *paraphrase* on the word map. Challenge students to use their knowledge of word parts and any other prior knowledge to share what they think the verb *paraphrase* means. (**Answers will vary.**) Arrange students into small groups and assign groups a resource to use, including a **THESAURUS**, a print dictionary, students' dictionary in the back of their books, or an online dictionary. Direct groups to look up the word *paraphrase* in their resource and to create their own definition of the word. Have the group who has the online dictionary play the pronunciation aloud for the class. Direct groups to share the information in their resource and their created definition and then complete the word map together. For *my definition*, guide the class to create a definition in their own words. For *sentence*, construct a sentence together that helps communicate the meaning of the word. For *picture*, state that students can draw a symbol or another visual representation to help them remember the word. For *synonyms* and *antonyms*, have students select a few words from the thesaurus that they already know the meaning of and then discuss the meaning of other unknown synonyms and antonyms. (Note: Refer to **BLM 13.1A Answer Key for DM 13.1A** for answers.)

- 3 Write the vocabulary word *multimedia* on the board and direct groups to create their own word map for it. Encourage groups to come up with their own section headings, such as *word parts*, *related words*, *examples*, and *non-examples*. Distribute additional thesauri and dictionaries to groups and direct them to look up the word in more than one resource to better understand its meaning. For students who used a thesaurus, ask what they noticed about this vocabulary word. (**Possible answers: It is not in the thesaurus; it does not have any synonyms or antonyms.**) Have each group share their word maps with the class.

- 4 Direct students' attention to the student page for Lesson 13.1 and have students work in pairs or small groups to complete the page. For Exercises 1–3, guide pairs to use their dictionaries, thesauri, and online dictionaries to construct their own definitions. Discuss students' answers.

### Lesson 13.3

- 1 Have students retrieve their word study notebooks. Direct them to title a new page *Chapter 13 Vocabulary Sentences* and to write a sentence for each vocabulary word that helps communicate the meaning of the word. Have them skip every other line on their papers. Then, arrange the class in small groups and have students share their sentences. Select a strong sentence for each word to write on the board. Have groups discuss how the context of each sentence on the board helps the reader better understand the meaning of the vocabulary word. Encourage students to write any sentences from the board in their word study notebooks that they think are helpful examples for understanding the new words. Have students retain their sentences for the next activity.
- 2 Display **DM 13.3A Synonyms**. Read the sentences chorally and point out the vocabulary words in bold. Have volunteers highlight the synonyms in each of the second sentences. (**1. explanation; 2. assured; 3. pictures; 4. rephrase**) Ask students why *multimedia* is not included in the sentences. (**because it does not have any synonyms**)

Direct students to turn to their Chapter 13 vocabulary sentences in their word study notebooks and to exchange notebooks with a partner. Above the vocabulary words *clarification*, *confirm*, *image*, and *paraphrase*, have partners write a synonym that could replace the word in the sentence. Guide students to pay attention to the context of the sentence to ensure that they are not choosing a word that has a different shade of meaning than the vocabulary word. For *multimedia*, have partners insert a proofreading mark to add more information to the sentence to help build

the meaning of the word. For example, they may add a phrase starting with *such as* and listing examples of types of multimedia.

**3** Divide the class into teams. Have the first player in each team write *clarification*, *confirm*, *image*, and *paraphrase* across the top of a whiteboard and then pass the board to the next player on the team. Read one of the following synonyms and direct players to write the word under the correct vocabulary word and then to pass the board to the next player: *reword* (**paraphrase**), *explanation* (**clarification**), *prove* (**confirm**), *summarize* (**paraphrase**), *illustration* (**image**), *verify* (**confirm**), *validate* (**confirm**), *portrait* (**image**). Then, read each column of words and have groups tally the number of synonyms they wrote under the correct heading. Clarify the slightly different meanings between the words *summarize* and *paraphrase*. Explain that summarizing is often giving a short description of a larger work, while paraphrasing may or may not be shorter than the original.

**4** State that the word *image* can refer to a physical, digital, or mental picture. Convey that while the apostle John was exiled on the island of Patmos, God gave him mental images and visions that revealed future events. John recorded his images as words, which became the book of Revelation. The book provides hope for believers because it portrays a conquering, powerful Jesus returning as the Almighty (Revelation 1:1–8). Point out that when Jesus first came to Earth, He was here to serve; but in Revelation, He is shown as a warrior and King. He is still the same loving Lord, but the time has come for Him to reign over heaven and Earth. Read the descriptions of Jesus in **Revelation 1:12–17** and **19:11–16** while students close their eyes and visualize the images that come to mind. Ask students what hope and promises for the future these images provide believers. (**Possible answers: that Jesus is King and will rule over all, that Jesus will come again, that He is faithful and true**)

**5** Direct students' attention to the student page for Lesson 13.3 and have students complete it.

## Lesson 13.5

**1** Briefly review this chapter's Vocabulary Builder words.

**2** Distribute **BLM 13.5A Vocabulary Test: Chapter 13** to each student and administer the test.

## EXTENSION

• Write vocabulary words on slips of paper and place them in a **BOWL**. Have a player start the game by taking a slip of paper from the bowl and providing hints about the word on the paper. As soon as a student guesses the word, a second player should take a paper and give hints. The goal is to have the most words guessed in 1 minute. A round is over once all words have been taken from the bowl. In the first round, players describe the word; in the second, players use only one word; and in the third, players act out the word. Play the game as a class, in small groups, or in pairs. (13.7)

Name \_\_\_\_\_

**Vocabulary Builder 13.1**

Answers will vary.

Complete the word maps.

| Vocabulary Word  | My Definition | Picture |
|------------------|---------------|---------|
| 1. confirm       |               |         |
| 2. clarification |               |         |
| 3. image         |               |         |

clarification  
confirm  
image  
multimedia  
paraphrase

Circle the vocabulary word that best completes the sentence.

4. I was able to \_\_\_\_\_ my notes when I presented my information to the class.  
confirm      **paraphrase**      image

5. I enjoyed science class because the teacher used several \_\_\_\_\_ presentations.  
**multimedia**      image      clarification

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Read the sentences. Circle the missing synonym for the bold word.

1. The directions say to **reword** the sentence.  
We should \_\_\_\_\_ the text.  
image      **paraphrase**      confirm

2. The students need more **explanation** of the rules for the scavenger hunt. We must make sure the \_\_\_\_\_ of the guidelines is clear.  
multimedia      **clarification**      confirm

3. Look through these magazines and find a **picture** of a zoo animal for your project. I do not have a(n) \_\_\_\_\_ of one.  
**image**      multimedia      clarification

4. Coach will **verify** the dates for the baseball games. We cannot \_\_\_\_\_ that we can participate in other activities until then.  
paraphrase      image      **confirm**

Match the vocabulary word to its synonym.

|                  |   |             |
|------------------|---|-------------|
| 5. image         | → | restate     |
| 6. confirm       | → | explanation |
| 7. paraphrase    | → | validate    |
| 8. clarification | → | portrait    |

9. Paraphrase the definition of **multimedia**.  
**Possible answer: using more than one kind of media**

10. List places where you see multimedia techniques being used.  
**Possible answers: in class, at an assembly, at church**

11. Choose a description of King Jesus from **Revelation 1:12–17** or **19:11–16**.  
Draw an image to match the description.

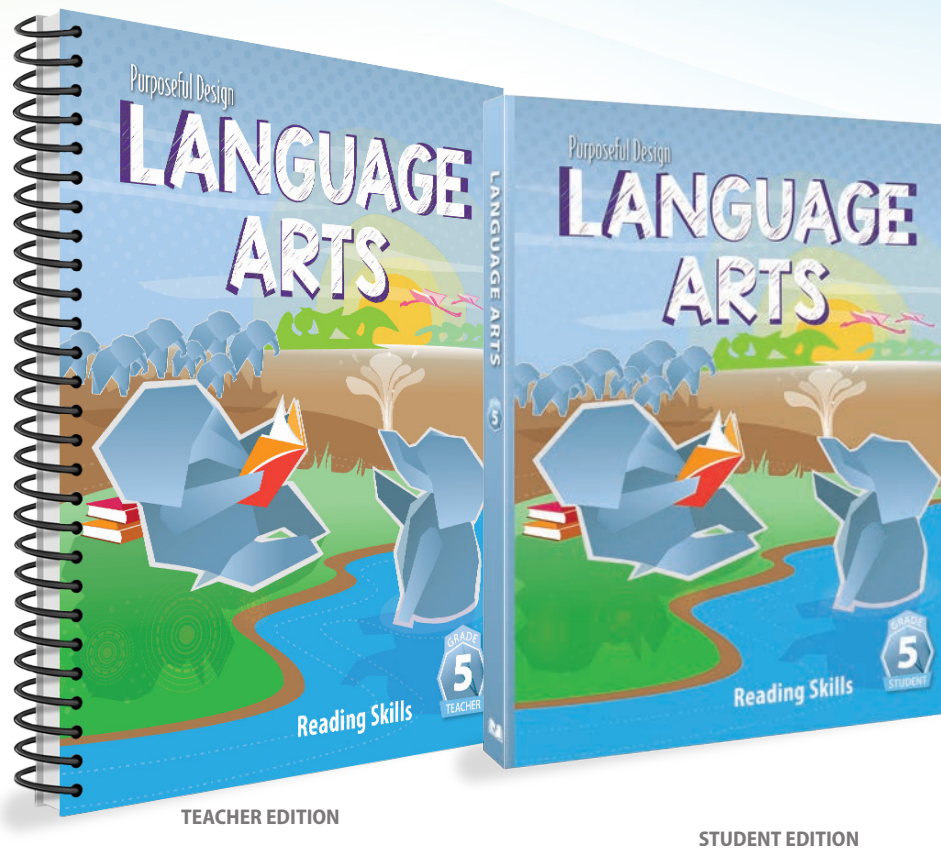
Drawings will vary.

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# Language Arts Grade 5

Reading Skills

 Available



The NEW Grade 5 *Language Arts Reading and Literature* textbooks incorporate implicit, explicit, and systematic instruction in phonics, vocabulary, reading strategies, and reading and listening comprehension. Also included are rich literature selections in the specified readers and accompanying reader guides and the suggested read-alouds and accompanying literature guides. These literature components provide Science of Reading and balanced instruction to meet or exceed national and college-and-career-readiness standards. By weaving biblical worldview through a variety of literary genres, the program fulfills the differing needs and interests of readers to enhance their love of reading and shape students' understanding.



## Chapter 1 ..... 2

### Reading Skills

**Phonics Refresher:** short vowels

**Reading Comprehension:** summarizing

**Word Meaning:** using context clues in paragraphs

**Listening Comprehension:** listening for information and details

**Genre:** realistic fiction

## Chapter 2 ..... 8

### Reading Skills

**Phonics Refresher:** words with y

**Reading Comprehension:** identifying theme

**Making Inferences:** making inferences in historical fiction

**Listening Comprehension:** listening for information and details

**Genre:** narrative nonfiction (journal)

## Chapter 3 ..... 14

### Reading Skills

**Phonics Refresher:** long a

**Reading Comprehension:** finding important information

**Word Meaning:** using context clues in paragraphs

**Listening Comprehension:** listening for information and details

**Genre:** expository text (photo essay)

## Chapter 4 ..... 20

### Reading Skills

**Phonics Refresher:** long e

**Reading Comprehension:** determining meaning of words and phrases

**Making Inferences:** making inferences in traditional literature

**Listening Comprehension:** listening for information and details

**Genre:** traditional literature: fable, tall tale, legend, myth, folktale

## Chapter 5 ..... 26

### Reading Skills

**Phonics Refresher:** long i

**Reading Comprehension:** integrating information from multiple sources

**Word Meaning:** using context clues in paragraphs

**Listening Comprehension:** listening for information and details

**Genre:** biography, historical nonfiction, speech

## Chapter 6 ..... 32

### Reading Skills

**Phonics Refresher:** long o

**Reading Comprehension:** explaining author's reasoning and purpose

**Making Inferences:** making inferences in fiction

**Listening Comprehension:** listening for information and details

**Genre:** persuasive text

## Chapter 7 ..... 38

### Reading Skills

**Phonics Refresher:** long u

**Reading Comprehension:** referencing specific details to describe setting, characters, or events

**Word Meaning:** using context clues in paragraphs

**Listening Comprehension:** listening for information and details

**Genre:** fiction (drama)



## Chapter 8 ..... 44

### Reading Skills

**Phonics Refresher:** consonant blends

**Reading Comprehension:** comparing and contrasting

**Making Inferences:** making inferences in poetry

**Listening Comprehension:** listening for information and details

**Genre:** poetry

## Chapter 9 ..... 50

### Reading Skills

**Phonics Refresher:** consonant digraphs

**Reading Comprehension:** finding and interpreting information

**Word Meaning:** using context clues in paragraphs

**Listening Comprehension:** listening for information and details

**Genre:** expository text (article, notes, and lists)

## Chapter 10 ..... 56

### Reading Skills

**Phonics Refresher:** consonant digraphs and trigraphs

**Reading Comprehension:** interpreting narrator's point of view

**Making Inferences:** making inferences in nonfiction

**Listening Comprehension:** listening for information and details

**Genres:** high fantasy, science fiction

## Chapter 11 ..... 62

### Reading Skills

**Phonics Refresher:** consonant digraphs and silent letters

**Reading Comprehension:** summarizing

**Word Meaning:** using context clues in paragraphs

**Listening Comprehension:** listening for information and details

**Genre:** procedural text

## Chapter 12 ..... 68

### Reading Skills

**Phonics Refresher:** schwa before *l* and *n*

**Reading Comprehension:** rereading for understanding

**Making Inferences:** making inferences in fiction

**Listening Comprehension:** listening for information and details

**Genre:** nonfiction (advertisement, article, web page)

## Chapter 13 ..... 74

### Reading Skills

**Phonics Refresher:** schwa in unaccented syllables

**Reading Comprehension:** describing plot

**Word Meaning:** using context clues in paragraphs

**Listening Comprehension:** listening for information and details

**Genres:** special types of fiction: family, friends, and school; mystery; adventure

## Chapter 14 ..... 80

### Reading Skills

**Phonics Refresher:** diphthongs

**Reading Comprehension:** determining meaning of words and phrases

**Making Inferences:** making inferences in fiction

**Listening Comprehension:** listening for information and details

**Genre:** expository text (article)

## Chapter 15 ..... 86

### Reading Skills

**Phonics Refresher:** diphthongs

**Reading Comprehension:** identifying the theme of a poem

**Word Meaning:** using context clues in paragraphs

**Listening Comprehension:** listening for information and details

**Genre:** poetry

## Chapter 16 ..... 92

### Reading Skills

**Phonics Refresher:** /ô/ sound

**Reading Comprehension:** comparing and contrasting similar themes

**Making Inferences:** making inferences in traditional literature

**Listening Comprehension:** listening for information and details

**Genre:** traditional literature: fractured fairy tale, tall tale, folktale

## Chapter 17 ..... 98

### Reading Skills

**Phonics Refresher:** *r*-controlled vowels (/ûr/ sound)

**Reading Comprehension:** sequencing, paraphrasing

**Word Meaning:** using context clues in paragraphs

**Listening Comprehension:** listening for information and details

**Genre:** nonfiction (biblical account)

## Chapter 18 ..... 104

### Reading Skills

**Phonics Refresher:** *r*-controlled vowels (/âr/ sound, /ôr/ sound)

**Reading Comprehension:** analyzing information from graphics

**Making Inferences:** making inferences in nonfiction

**Listening Comprehension:** listening for information and details

**Genre:** nonfiction (graphic text, picture story)

## Chapter 19 ..... 110

### Reading Skills

**Phonics Refresher:** *r*-controlled vowels (/îr/ sound, /ôr/ sound)

**Reading Comprehension:** interpreting mood

**Word Meaning:** using context clues in paragraphs

**Listening Comprehension:** listening for information and details

**Genres:** special types of fiction: adventure, mystery, sports

## Chapter 20 ..... 116

### Reading Skills

**Phonics Refresher:** soft *c* and *g*

**Reading Comprehension:** distinguishing fact and opinion

**Making Inferences:** making inferences in fiction

**Listening Comprehension:** listening for information and details

**Genre:** informational text

## Chapter 21 ..... 122

### Reading Skills

**Phonics Refresher:** contractions and possessives

**Reading Comprehension:** synthesizing

**Word Meaning:** using context clues in paragraphs

**Listening Comprehension:** listening for information and details

**Genre:** biography (article)

## Chapter 22 ..... 128

### Reading Skills

**Phonics Refresher:** homographs

**Reading Comprehension:** describing point of view

**Making Inferences:** making inferences in nonfiction

**Listening Comprehension:** listening for information and details

**Genre:** fantasy

## Chapter 23 ..... 134

### Reading Skills

**Phonics Refresher:** regular plural nouns

**Reading Comprehension:** finding and interpreting information

**Word Meaning:** using context clues in paragraphs

**Listening Comprehension:** listening for information and details

**Genre:** expository text (article, notes, and lists)

**Chapter 24 ..... 140**

|   |   |
|---|---|
| <b>Reading Skills</b>                                       |   |
| <b>Phonics Refresher:</b> irregular plural nouns            | <b>Listening Comprehension:</b> listening for information and details |
| <b>Reading Comprehension:</b> describing causes and effects | <b>Genre:</b> biography, historical fiction, speech                   |
| <b>Making Inferences:</b> making inferences in fiction      |   |

**Chapter 25 ..... 146**

|  |   |
|--|---|
| <b>Reading Skills</b>                                  |   |
| <b>Phonics Refresher:</b> inflectional endings         | <b>Listening Comprehension:</b> listening for information and details |
| <b>Reading Comprehension:</b> analyzing theme          | <b>Genre:</b> fiction (readers theater)                               |
| <b>Word Meaning:</b> using context clues in paragraphs |   |

**Chapter 26 ..... 152**

|  |   |
|--|---|
| <b>Reading Skills</b>                                  |   |
| <b>Phonics Refresher:</b> prefixes                     | <b>Listening Comprehension:</b> listening for information and details |
| <b>Reading Comprehension:</b> synthesizing             | <b>Genre:</b> expository text (article)                               |
| <b>Making Inferences:</b> making inferences in fiction |   |

**Chapter 27 ..... 158**

|   |   |
|---|---|
| <b>Reading Skills</b>   |   |
| <b>Phonics Refresher:</b> suffixes (adjectives)                         | <b>Listening Comprehension:</b> listening for information and details |
| <b>Reading Comprehension:</b> comparing and contrasting text structures | <b>Genre:</b> expository text, humorous fiction                       |
| <b>Word Meaning:</b> using context clues in paragraphs                  |   |

**Chapter 28 ..... 164**

|  |  |
|--|--|
| <b>Reading Skills</b>                                  |  |
| <b>Phonics Refresher:</b> suffixes (nouns)             | <b>Listening Comprehension:</b> listening for information and details                  |
| <b>Reading Comprehension:</b> drawing conclusions      | <b>Genre:</b> special types of fiction: adventure, mystery; realistic fiction (letter) |
| <b>Making Inferences:</b> making inferences in fiction |  |

**Chapter 29 ..... 170**

|   |   |
|---|---|
| <b>Reading Skills</b>                                     |   |
| <b>Phonics Refresher:</b> variant spellings               | <b>Listening Comprehension:</b> listening for information and details |
| <b>Reading Comprehension:</b> analyzing multiple accounts | <b>Genre:</b> nonfiction (news article)                               |
| <b>Word Meaning:</b> using context clues in paragraphs    |   |

**Chapter 30 ..... 176**

|   |   |
|---|---|
| <b>Reading Skills</b>                                     |   |
| <b>Phonics Refresher:</b> variant spellings               | <b>Listening Comprehension:</b> listening for information and details |
| <b>Reading Comprehension:</b> analyzing, critiquing       | <b>Genre:</b> fiction (graphic text), humorous                        |
| <b>Making Inferences:</b> making inferences in nonfiction |   |

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**Genre:** biography, hybrid text

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**Genre:** animal fantasy

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**Genre:** realistic fiction, poetry

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**Genre:** biography

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**Genre:** fantasy

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**Genre:** mystery

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**Genre:** realistic fiction

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**Genre:** science fiction

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# Chapter 15 Reading Skills

## Foundational Strands

- **Reading Skills:** reading words that have common diphthongs; reading poetry with increased accuracy, expression, and an appropriate speed in successive readings
- **Reading Literature:** identifying the theme of poems

## Diagnostic Test

- In this chapter, administer **Grade 5 Diagnostic Test** to assess students' current skills. The same assessment was given at the beginning of the year and will be given again at the end of the year to assess students' progress throughout the year.

## Preparation

- For Lesson 1, select **DM 8.2A Poetry Forms** for display.
- For Lesson 2, select a digital spinner for display or print **BLM 15.2A Five-Section Spinner** on **CARD STOCK**, laminate the page, and assemble the spinner. Write the following settings on the spinner sections: *a junkyard, a candy shop, the earth's core, a five-star restaurant, and a school-caféteria trash can*. Select **DM 8.2A Poetry Forms** for display. Print **BLM 15.2B Reading Fluency Poem** for each student.
- For Lesson 3, select **DM 15.3A Reaching for the Stars**, **DM 15.3B Symbols**, and **DM 8.2A Poetry Forms** for display.
- For Lesson 4, select **DM 8.2A Poetry Forms** for display.
- For Lesson 5, preselect passages for students to read according to their reading levels. Passages can come from students' readers, textbooks from other subjects, or other high-interest material. For each student, print **BLM 15.5A Listening Comprehension Assessment**. Print **BLM 15.2B Reading Fluency Poem** for reference.

## Reading Homework

- Have students read independently every evening to increase their reading rate throughout the year.

## Lesson 1

### Phonics Refresher

- Read the following short passage and have students identify the repeated sound throughout the passage:

Brown cows grazed about on a flowering mountain. From the south side of the peak, a low growl increased to a loud howl. The strangely curious cows wandered south around the mountain. Within the hour, they found the source of the sound: a wolf crouched and on the prowl! The cows roused with their hearts pounding and bounded back around to the safety of their side of the mountain. (/ou/)

- Write the following sentence on the board: *In the busy and crowded town of Southport, there was no time to lounge, but the inhabitants did not grouse.* Read the sentence aloud, and have students snap their fingers each time they hear the *ou* sound. Select volunteers to underline the letters in each word that make the /ou/ sound. (**crowded, town, Southport, lounge, grouse**) Ask students what they notice about the letter combinations that make the *ou* sound. (**Possible answers: The sound can be made with different letter combinations, /ou/ is spelled ou and ow.**) Point out that some words also have a silent *e* at the end as *lounge* and *grouse* do. Share that /ou/ is a diphthong, when two or more vowels glide together in one syllable, moving from one vowel sound to the next. Ask students what other diphthongs they have learned. (/oi/, /oo/, /oo/) Select volunteers to state additional *ou* diphthong words. Write students' words under the words in the sentence that have the same *ou* spelling. (**Possible answers: ou: doubt, spouse, noun, bounce, out; ow: drown, towel, power, crown, vowel**) Reread the paragraph from the beginning of the lesson if students need more ideas for words. Have students whisper the *ou* words from the board with a partner. Keep the list of words displayed.
- Direct students to select one word from the list to use in their own sentences on whiteboards. Then, guide them to erase their *ou* words, replace them with synonyms or related words, and underline the new words. Have students exchange boards with their partners and direct partners to determine the original *ou* word that the underline word replaced. Have partners reread their sentences with the *ou* words.
- Direct students' attention to the first student page and have students complete it.

### Word Meaning

- Write the following sentences, including the underlines, on the board:
  1. When the celebrity visited our town, everyone wanted his autograph and asked him questions about how he became famous.
  2. Genevieve said she did not deliberately trip the boy but that it happened by accident.
  3. The founder of the company explained how he came up with the idea of making shoes for dogs.

Read the sentences as a class. Arrange students into pairs and have them discuss how to use context clues to construct a possible meaning for each underlined word. Direct each pair to write their definitions on a whiteboard. Have volunteers explain to the class their process of determining the unknown words. Direct students' attention to the second student page and have them complete the *Word Meaning* exercises.

### Listening Comprehension

- Display **DM 8.2A Poetry Forms** and state that students will hear a rhyming poem. Point out the elements of *rhyming* and share that alliteration is the repetition of first or emphasized sounds. Read the following sentence: *The bored boy baked a loaf of bread.* Ask students what alliteration sound they hear. (/b/) Have them tell their partners a sentence containing alliteration and their own first names.
- Read the poem below aloud two times. Before the second reading, encourage students to take notes. Clarify that notes for poetry might consist mostly of key words or phrases. Then, read the statements one at a time. Direct students to mark *true* or *false* on the second student page in the *Listening Comprehension* section.

#### The Zany Zoo

It's a madhouse menagerie. Guests are afraid.  
No latches or locks? This zoo's poorly made!  
Past snake-covered sidewalks a panther is prowling.  
The petrified people start hiding and howling.  
A kangaroo kidnaps a kid's kettle corn.  
Everyone's shouting and trying to warn

Of the lion that's lurking around the gift shop.  
They run to the exit and don't pause and don't stop.  
Goodbye, the gorilla waves to the crowd,  
Grateful they're gone because humans are loud.

1. The zoo has strict rules about animals staying in their cages.
2. Guests are having a good time at the zoo.
3. Guests believe that the animals are out of control.
4. Animals believe that the guests are loud.

### Lesson 2

#### Reading Comprehension

- Arrange students into small groups. Display the prepared digital spinner or the spinner from **BLM 15.2A Five-Section Spinner**. Have a student from each group spin the spinner to determine and record a setting. State that sensory details are words that help the reader hear, see, smell, taste, or feel what is happening in a text. Direct groups to write a description of the setting using sensory details. Then, have groups assign a theme to their setting. Select a volunteer from each group to share the group's setting, description, and theme. Teach that sensory details and theme are common elements in poetry. To determine theme in a poem or story, readers can ask what the main character learns or what the author wants the reader to learn. The author may communicate the message through repeated or key words, dialogue, and main events, including the climax.
- Direct students' attention to the first student page. Have boys and girls alternate reading stanzas of the poem chorally. Guide them to read fluently with a consistent rhythm. Display **DM 8.2A Poetry Forms** and have students discuss with partners which form the poem is and why. (*Answers will vary.*) State that the poem is narrative because it tells a story and is written in metered verses. Ask students which lines of the poem rhyme. (**2 and 4**) To identify rhyme scheme, guide students to use a new letter for each different ending sound but the same letter for rhymes. Therefore, *A* would represent line 1, *B* for line 2, *C* for line 3, and *B* again for line 4 because it rhymes with line 2. Then, have students complete the exercises independently or in pairs.
- Distribute **BLM 15.2B Reading Fluency Poem** to each student. State that this poem is lyrical. Remind students that a lyrical poem is songlike in rhythm, expresses strong emotions, and sometimes rhymes. Direct students to practice reading the poem each day in Lessons 2–4 to practice fluency. Have them quietly read the poem aloud to themselves, focusing on reading accurately with expression. Direct them to use a different color each day to underline words that cause them to stumble and to write each day's date in the same color. Have students retain their reading fluency poems for reuse in later lessons.

### Lesson 3

#### Word Meaning

- Display **DM 15.3A Reaching for the Stars** and read the poem chorally. Select volunteers to underline words they do not know. Finally, discuss key vocabulary. Circle the word *meticulous* in the passage and state that this is one key vocabulary word. Ask students what they think *meticulous* means from context clues in the poem. (*Possible answers: carefully observing, having attention to detail*) Direct students to look up the definition for the word in the dictionary and to check it against their created definition. As a class, revise the definition for accuracy as needed but keep it in students' words.

# Chapter 15 Reading Skills

- Display **DM 15.3B Symbols** and have students name the meanings of the symbols. (**Possible answers: peace, love, Jesus; hope, love, faith**) State that a symbol is an object that has special meaning and can be expressed in abstract language such as hope, beauty, or love. Guide students to draw a symbol to represent the word *meticulous*. (**Possible answers: a pair of glasses, a hand lens, a checklist**) Select volunteers to share their symbols with the class and why they chose them. Ask students how knowing the word *meticulous* helps them better understand the poem. (**Possible answers: by understanding the narrator better, by seeing how the skill of being meticulous could help the narrator become an astronaut**) Have students work in pairs to create a summary of the poem. Encourage them to include who, what, where, when, and why if those key details are stated or implied in the passage. (**Possible answer: A child who has autism is noticing details in a classroom and is reminded that he wants to use his God-given talents to become an astronaut one day.**)
- Have students turn to the poem on the student page. Share that the poem refers to Sojourner Truth, who was a former American slave and abolitionist who gave a famous speech entitled “Ain’t I a Woman?” For each stanza, have the girls read the first two lines and boys read the second two. Display **DM 8.2A Poetry Forms** and have students discuss with a partner which form the poem is and why. (**Answers will vary.**) State that it is free verse because it has no set number of lines and the line length varies, and it has no fixed rhyme schemes or regular meter. Share that the poem “Reaching for the Stars” is also free verse. Have students complete the exercises independently.
- Direct students to retrieve their reading fluency poems from Lesson 15.2. Have them quietly read the poems aloud to themselves, focusing on reading accurately with expression. Direct them to use a different color to underline words that cause them to stumble and to write today’s date in the same color. Have students retain their reading fluency poems for reuse in later lessons.

## Lesson 4

### Reading Comprehension

- Have students turn to 2 Samuel 22 in their Bibles and observe the song that David sang to God. Chorally read **2 Samuel 22:3**. Ask what word David first uses to describe the Lord. (**rock**) Is David saying that the Lord is a physical rock? (**No.**) Review the meaning of *symbol*. Convey that symbolism is the use of an object, person, or something in nature to represent a larger idea. Poems and songs use symbolism to help readers visualize the text and to create a deeper meaning. Convey that *rock* is often used as a symbol to describe God in the Bible. Ask students what this symbolism reveals about God’s character. (**Possible answers: He is strong; He can withstand any enemies; He is permanent.**)
- Arrange students into small groups and assign each group a theme, such as courage, cooperation, kindness, friendship, or family. Direct each group to draw 3–5 symbols that represent their theme. Have them display their symbols for the class and direct the class to guess the group’s theme. Review that to determine theme in a poem or story, readers can ask what the main character learns or what the author wants the reader to learn.
- Direct students’ attention to the poem on the first two student pages. Convey that this is an epic poem. Teach that an epic is a poem or tale about a journey in which the hero performs great deeds. Display **DM 8.2A Poetry Forms** and chorally read the elements of *epic*. State that a quest is a journey undertaken by a hero to fulfill a mission. Explain that the quest occurs because there is a problem and the main character is trying to find a solution. Usually during a quest, a character undergoes challenges and must overcome obstacles. Working through these challenges often leads to character growth. The character may become wiser, braver, or more humble. Ask students for an example of a quest. (**Possible answer: a knight slaying a dragon to rescue a princess**) What type of change could the main character experience because of this type of quest? (**Possible answer: He could change from being afraid to being brave.**) What theme could that epic have? (**Possible answers: courage, strength, bravery**) Arrange students into pairs. Have them read the poem to their partners, taking turns every two lines. Then, direct students to complete Exercises 1–25 independently and Exercise 26 with their partners.
- Direct students to retrieve their reading fluency poems. Have students quietly read the poem aloud to themselves, focusing on reading accurately with expression. Direct them to use a different color to underline words that cause them to stumble and to write today’s date in the same color. Then, direct students to tally the number of words over which they stumbled on each date and to determine whether they read more accurately each day.

## Lesson 5

### Reading Fluency

- For students to practice oral reading fluency, choose a strategy from the Oral Reading Strategies. Have students read their preselected passages according to the chosen strategy.

### Assessment

- Distribute **BLM 15.5A Listening Comprehension Assessment** and have students preview the exercises. Read the poem from **BLM 15.2B Reading Fluency Poem** to students twice. For all listening comprehension assessments in *Reading Skills*, encourage students to take notes during the second reading. Then, have them complete the exercises.

Name \_\_\_\_\_

Reading Skills  
15.1

### Phonics Refresher

Read the words. Fill in the circle for the word that has the **ou** sound as in **cow**.

|   |  |  |
|---|--|--|
| 1. <input checked="" type="radio"/> vowel | 3. <input type="radio"/> cowerer       | 5. <input type="radio"/> cantaloupe        |
| <input type="radio"/> crawl               | <input type="radio"/> court            | <input checked="" type="radio"/> clubhouse |
| <input type="radio"/> bowl                | <input checked="" type="radio"/> crown | <input type="radio"/> camouflage           |

|  |  |   |
|--|--|---|
| 2. <input type="radio"/> arrow         | 4. <input type="radio"/> acute           | 6. <input type="radio"/> double           |
| <input checked="" type="radio"/> allow | <input checked="" type="radio"/> account | <input type="radio"/> detour              |
| <input type="radio"/> aglow            | <input type="radio"/> accord             | <input checked="" type="radio"/> discount |

For each definition, write the word on the line. Use two of the word parts to make each word. **Not all the word parts will be used.**

7. ow owl b br  
an action done as a sign of respect bow  
a part of the body above the eye brow

8. p ound comp ounce  
to hit repeatedly pound  
to make by joining parts together compound

9. out fl our h  
an ingredient used in baking flour  
a measure of time hour

10. v t ower owel  
a cloth used for drying towel  
a letter that is not a consonant vowel

11. ow ower t p  
a tall building or fortress tower  
the ability to move with great speed or strength power

Circle **fact** or **opinion** for each sentence.

|   |                                       |                               |
|---|---------------------------------------|-------------------------------|
| 12. Most flowers need soil, sunlight, air, and water to sprout. | <input checked="" type="radio"/> fact | <input type="radio"/> opinion |
| 13. Every child should get a weekly allowance.                  | <input checked="" type="radio"/> fact | <input type="radio"/> opinion |
| 14. An ounce is a unit of weight.                               | <input checked="" type="radio"/> fact | <input type="radio"/> opinion |
| 15. A noun is a person, place, thing, or idea.                  | <input checked="" type="radio"/> fact | <input type="radio"/> opinion |
| 16. Spending time outdoors is better than time indoors.         | <input checked="" type="radio"/> fact | <input type="radio"/> opinion |

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### Word Meaning

Underline the word that has a similar meaning to the word in **bold**.


17. When I broke my leg, my mom kept her **composure**, which helped me stay calm too.  
anxiety worry calmness confidence

18. Going to the movies is **contingent** on whether he gets his assignment finished first.  
dependent eternal impossible lost

19. Our two groups **fused** into one large team to complete the task more quickly.  
separated divided combined thinned

20. The dress code for the dance was **informal**, so I wore jeans and a t-shirt.  
fancy casual dressy strange

21. The princess admired the **exquisite** ballroom in the castle that contained marble floors and golden chandeliers.  
ordinary elegant unrefined sizable



### Listening Comprehension


Listen to your teacher read the passage and statements. Make a check mark beside **true** or **false** for each statement.

22. ☐ true ☒ false

23. ☐ true ☒ false

24. ☒ true ☐ false

25. ☒ true ☐ false



200 Skill: using context clues, listening for information and details © Language Arts • Reading Skills Grade 5

Name \_\_\_\_\_

Reading Skills  
15.2

### Reading Comprehension

Read the poem.

#### The Family Secret

Today was the day that his father would share  
The secret to cooking an exquisite meal,  
A tradition passed down from each generation.  
Navid waited patiently for the reveal.


His father proceeded in wholehearted haste  
As he knocked over several containers of spice.  
He slowed down to dice the **juicy** tomatoes.  
He might make a mess but was always precise.

He added the oil in a quick graceful pour,  
And only spilled slightly when it then he stirred.  
He scooped with his hands all the fresh-cut tomatoes  
As gently as one holds a small baby bird.

But at the last second, he tripped on a rug.  
Tomatoes went flying like **soggy** confetti!  
Navid caught his father before he fell down  
And held him until he was finally steady.

"Was that the ingredient? The family secret?"  
Navid asked while dodging the mess on the ground.  
His father just smiled, and he shook his wise head,  
"No worries, my son. That's not where it's found."

He paused to create a dramatic effect,  
Then said, "Here's the secret to you I consign:  
A measure of gratitude. That is the key.  
When a cook is most thankful, the food is divine."



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"Our Afghani food is a way to show love,  
With attention to detail in every part.  
But we always remember to give our full thanks,  
For a meal's like a prayer—it begins with the heart."

"You must trust that this trick of the trade really works.  
For gratitude truly can impact the taste.  
But help me now save the remaining tomatoes.  
We don't want them all to end up as waste."


Complete the exercises. **Answers will vary.**

1. Highlight a sensory detail in stanza 2.

2. Highlight a sensory detail in stanza 4.

3. Cross out the elements that do not apply to the poem.

|   |  |                                  |                                 |
|---|--|----------------------------------|---------------------------------|
| tells a story                               | uses rhyme and meter                             | has punctuation                  | <del>is five stanzas long</del> |
| has characters                              | <del>is likely to be set to music and sung</del> | has a setting                    | <del>is five lines long</del>   |
| <del>has seven syllables in each line</del> |  | <del>contains alliteration</del> |                                 |



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# Chapter 15 Answer Key

Name \_\_\_\_\_

Reading Skills  
15.2 (continued)

Fill in the circle next to the answer that best completes the sentence.

4. The narrator of the poem is \_\_\_\_\_.  
☐ David ☐ David's father  
☒ a third-person narrator ☐ David's mother
5. The reader can infer that the setting of the poem is most likely \_\_\_\_\_.  
☒ in a kitchen ☐ in a dining room  
☐ in a restaurant ☐ all of the above
6. The rhyme pattern of this poem is \_\_\_\_\_.  
☐ AABB ☐ ABAB  
☒ ABCB ☐ ABCC
7. A topic of the poem could be \_\_\_\_\_.  
☐ family ☐ cooking  
☐ tradition ☒ all of the above
8. The key to the recipe is \_\_\_\_\_.  
☐ tomatoes ☒ gratitude  
☐ forgiveness ☐ spices
9. The poem's theme is best communicated in \_\_\_\_\_.  
☐ stanzas 1–3 ☐ stanzas 2–4  
☐ stanzas 3–5 ☒ stanzas 6–8
10. The best theme of the poem is \_\_\_\_\_ because it is what the main character learns about.  
☒ thankfulness ☐ freedom  
☐ tomatoes ☐ cooking safety



11. Explain your answer for Exercise 10 using text evidence from the poem.

**Possible answer:** Thankfulness is the best theme because David's father teaches David to give thanks and that gratitude is the key. He mentions "gratitude" twice, "thanks," and "thankful."

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Skill: identifying the theme of a poem 203

Write T for true statements and F for false statements. Correct the false statements by crossing out incorrect words and replacing them with words that make the sentences true.

12. T The dish David's father is making has been in the family for years.  
**Afghani**
13. F The recipe is for a traditional ~~African~~ dish.
14. T Tomatoes went flying because David's father tripped over a rug.
15. F Ingredients in the dish include spices, ~~mushrooms~~, and tomatoes.

16. Make a check mark next to all the lines that contain figurative language.

- ☐ David waited patiently for the reveal.
- ☒ As gently as one holds a small baby bird.
- ☒ Tomatoes went flying like soggy confetti!
- ☒ For a meal's like a prayer—it begins with the heart.
- ☐ His father just smiled, and he shook his wise head,
- ☐ But help me now save the remaining tomatoes.



Write the letter of the word next to its meaning.

17. b the people born and living during the same time **a. exquisite**
18. d very exact **b. generation**
19. e to give over to someone else **c. haste**
20. a carefully and delicately made **d. precise**
21. f heavenly, of the best kind **e. consign**
22. c speed or quickness **f. divine**

Answer the questions in complete sentences.

23. What is the meaning of the line *He might make a mess but was always precise*?  
**Possible answer:** The line means that David's father is a messy cook but he always gets the recipe right.
24. What do you think David's father means when he says that a meal is like a prayer?  
**Possible answer:** The line means that a person prays and cooks from the heart.
25. What is a traditional food that is made in your family? Use three sensory details to describe the food.  
**Answers will vary.**

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Name \_\_\_\_\_

Reading Skills  
15.3

## Word Meaning

Read the poem.

### Responding to Truth

"Ain't I a woman?" inquires the woman,  
 Showing the crowd her arm,  
 Pressing down on the bruised memories  
 Of her painful past.

"Ain't I a woman?" repeats the mother,  
 Longing for children who were sold and separated from her  
 As if trinkets in a yard sale  
 And not her own flesh and blood.

"Ain't I a woman?" cries out the abolitionist,  
 Raising her voice in courtrooms and platforms  
 To gain back her rights, her children, her future;  
 To advocate for freedom, for equality, for justice.

"Ain't I a woman?" entreats the missionary,  
 Opening her arms to proclaim  
 That Jesus loves and God created  
 All others.

"Ain't I a woman?" queries the author,  
 Sharing her narrative, planting hope  
 So future generations would  
 Learn, flourish, grow.

"Ain't I a woman?" repeats Sojourner Truth.  
 An obvious answer to  
 A difficult question  
 That the world is still responding to today.



1. Reread the poem and underline unknown words or phrases. Circle words that seem important to understanding the poem. **Answers will vary.**

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Skill: using context clues 205

Choose three key vocabulary words from the Answer Bank that are the least familiar to you. Write the words on the lines. Then, write what you think each word means using context clues from the poem. **Answers will vary.**

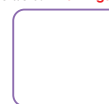
### Answer Bank

abolitionist advocate entreat proclaim query flourish

2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

5. In a dictionary, look up the definitions for your chosen key vocabulary. Find the definition that best matches the meaning of each word in the poem. Revise your definitions as needed but keep them in your own words.

6. Draw a symbol to help you remember the meaning of each chosen key vocabulary word. Label the symbol with the word. **Drawings will vary.**



Above each underlined word, write a word or phrase that is a synonym from the Answer Bank.

### Answer Bank

asks begs announce thrive stand up

7. To advocate for freedom, for equality, for justice. **stand up**
8. "Ain't I a woman?" queries the author, **asks**
9. "Ain't I a woman?" entreats the missionary, **begs**
10. Opening her arms to proclaim **announce**
11. Learn, flourish, grow. **thrive**

12. Write a summary of the poem. Include who, what, where, when, and why.

**Possible answer:** In United States history, Sojourner Truth took a stand against slavery because she believed God loved people of all races.

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# Chapter 15 Answer Key

Name \_\_\_\_\_

Reading Skills  
15.4

## Reading Comprehension

Read the poem.

### The Light on the Hill

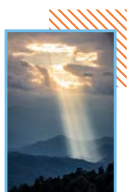
Upon a great hilltop, a town woke one day  
To a darkness that filled them with greatest dismay.  
But Abner spoke up, "I'll go find the light.  
I don't fear the dark. I was born without sight.  
But first, I will need the help of some eyes."  
So, he went to the forest to find someone wise.  
Although he was blind, he could still get around,  
And he followed a path leading toward a "hooo" sound.

"Friend Owl," Abner said, "Have you seen a glow?  
Our light is gone. Which way should I go?"  
Observing the boy, the wise owl replied,  
"I admire your courage. Let me be your guide.  
Just follow my voice. There's a glimmer nearby."  
Then he took off and led with calls from the sky.

Owl suddenly stopped. "Right here," said the bird,  
"You walk straight ahead but heed my last word:  
Remember, the spark that we each have inside.  
Is a gift from the One who above does reside."

Friend Owl then flew off, and Abner perceived  
A disgruntled young man who sounded bereaved.  
"Hello," Abner called, "Do you need some help?"  
The man jumped up startled and gave a short yelp.  
"I cannot go back. I won't," cried the man.  
"This darkness was not my intention or plan.  
I got scared," said the man, "that my light, if let free  
Would not be enough for the townsfolk and me.  
So, I hid my own light, and then they hid theirs,  
For they said that their lights were too precious to share."

Now Abner thought hard about his reply.  
Recalling Owl's words, he gave this a try:  
"This light we possess is not ours alone.  
It's a gift from Another to make Himself known.  
Now if you will share this gift that He gave,  
I think that this darkness away He will wave."



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Skill: Identifying the theme of a poem 207

Then Abner extended his hand in a plea.  
The man took his hand and let his light free!  
The people all cheered when they both returned.  
The man was forgiven. His lesson was learned.



Inspired, he went to paint for them all  
A mural upon the town's outer wall  
The painting was tactile, so Abner could feel  
That the light he had shared had saved all from fear.

### 1. Make a check mark by all the elements that apply to the poem.

- ☒ is a long, narrative poem
- ☒ rhymes
- ☐ has the same number of lines per stanza
- ☒ has a hero on a quest
- ☒ tells a story
- ☐ contains alliteration
- ☐ is humorous



### Number the events of Abner's quest in order.

2. 4 Abner finds an upset young man.
3. 6 Abner and the young man return light to the town.
4. 3 A wise owl leads Abner through the forest.
5. 1 Abner volunteers to go search for the missing light.
6. 5 Abner convinces the young man to share his light with others.
7. 2 Abner sets off through the forest searching for the light.

### Draw a line from the word to its meaning.

- |                 |   |                                   |
|-----------------|---|-----------------------------------|
| 8. dismay       | → | to pay attention to               |
| 9. heed         | → | to own or to keep                 |
| 10. disgruntled | → | a strong feeling of being worried |
| 11. possess     | → | relating to the sense of touch    |
| 12. tactile     | → | annoyed or upset                  |

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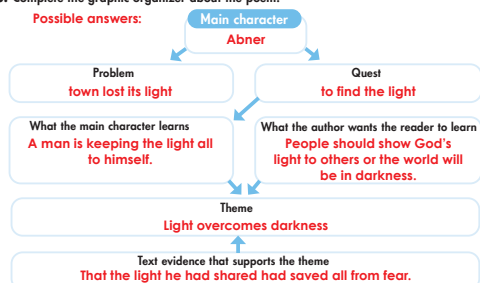
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Name \_\_\_\_\_

Reading Skills  
15.4 (continued)

### 13. Complete the graphic organizer about the poem.

Possible answers:



Circle the correct answer.

14. Why is it surprising that Abner is the one who is going to find the light?  
because he is afraid of the dark  
because he is blind  
because he is an owl  
because he is deaf
15. In the line, "a gift from the One who above does reside," who is the One?  
the wise owl  
Abner  
God  
the disgruntled young man
16. Which of the following lines best communicates the theme of the poem?  
The man jumped up startled and gave a short yelp.  
I don't fear the dark. I was born without sight.  
I admire your courage. Let me be your guide.  
That the light he had shared saved all from fear.

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Skill: Identifying the theme of a poem 209

### 17. Which of the following is not an event in Abner's quest?

Abner uses a wise owl to help him find the light.  
A wise owl leads Abner through the forest.  
Abner gets lost in the forest.  
Abner finds a young man in the forest.



### 18. Why does the young man from the forest make the mural tactile?

because it's his favorite way to paint  
because he wants Abner to feel it  
because the town requested it  
all of the above

Write T for true statements and F for false statements. Correct the false statements by crossing out incorrect words and replacing them with words that make the sentences true.

19. T The owl demonstrates that he is wise when he tells Abner that the spark that everyone has is a gift from the One.
20. F The young man in the forest is upset because he caused the darkness ~~his light was stolen~~.
21. T The town went dark because the young man and townspeople hid their lights.
22. F When the young man returns, the townspeople forgive ~~ignore~~ him.

### Answer the questions in complete sentences.

23. In the poem, what does the light symbolize?  
The light symbolizes God's love within people.
24. What change does the young man in the forest experience?  
The young man is afraid at first but then shows bravery by using his light to drive away fear.
25. How can you share your light with others?  
I can share my light by telling others about Jesus and by using the fruit of the Spirit to honor God and love people.
26. Discuss with a partner a symbol that represents who God is to you.

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# Reaching for the Stars



DM 15.3A

High heels click-clack on cold floors under fluorescent lights that flicker over someone bellowing “ha ha” while the second hand on the clock ticks, ticks, ticks....

Because I have autism

I notice all this at the same time.

If I feel overwhelmed

I take deep breaths in and out, in and out,

While listing facts I know about the universe.

Fact number 1: People cannot hear sound in space.

Fact number 2: Black holes are invisible.

Fact number 3: God created everything.

He meticulously designed me to be meticulous

With skills of observation, memorization, and concentration,

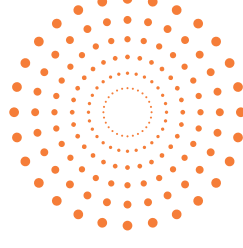
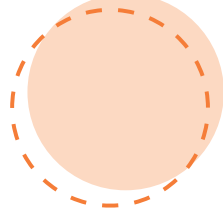
Which can help me achieve my dreams,

Like becoming an astronaut.

It is not a figure of speech

When I say that my autism empowers me

To reach for the stars.





## Game: Vocabulary Chapters 25–26

| Points | Definition    | Fill in the Blank  | Identify the Word   | Use in a Sentence |
|--------|---------------|--|---|-------------------|
| 5      | restriction   | The principal stated _____ that every student is allowed to display their artwork during the open house. |    | jurisdiction      |
| 10     | confines      | The coach explains that the diet _____ will help everyone stay in shape for the swim meets.              |    | categorically     |
| 15     | jurisdiction  | I find it difficult to stay within the _____ of my house throughout the frigid winter.                   |   | restriction       |
| 20     | categorically | A game warden has _____ over the woodlands and waterways but not over the cabins.                        |  | confines          |



## Game: Vocabulary Chapters 25–26

### Definition

- a limitation on privileges or activities
- an enclosed space or marked area
- the territory controlled by a court
- unconditionally or absolutely

### Fill in the Blank

- categorically
- restriction
- confines
- jurisdiction

### Identify the Word

- confines
- jurisdiction
- categorically
- restriction

### Use in a Sentence

- Answers will vary but should include the vocabulary word used correctly.

Name \_\_\_\_\_



## Plot Chart

The Plot Chart is a diagram illustrating the structure of a story. It features a central blue line that curves upwards to a peak and then downwards. Along this line are five orange dots, each corresponding to a plot point. To the left of the line, four rectangular boxes are stacked vertically, each connected to the line by a short blue line segment. To the right of the line, two rectangular boxes are positioned: one at the peak and one at the end of the curve. The entire chart is framed by a light orange border with orange dots along the top and bottom edges.

**Climax**

**Rising Actions**

**Inciting Incident**

**Conflict/Problem**

**Setting**      **Main Characters**

**Exposition**

**Falling Action**

**Resolution**



**docile** /'dä səl/ adj. easy to teach or lead. *The stray dog was surprisingly docile.*

**spectacle** /'spek ti kəl/ n. an unusual, entertaining public display that draws attention. *After rolling down the grassy hill into the mud puddle, Cabot presented quite a spectacle to his classmates.*

**interrogate** /in 'târ ə gāt/ v. to ask questions aggressively. *The principal interrogated Cabot about why he was not in class.*

**menagerie** /mə 'haj rē/ n. a collection of exotic creatures kept for public show. *The menagerie of tropical forest animals was our favorite exhibit.*

**deflect** /di 'flekt/ v. to turn off course. *Whenever I ask my parents about our summer vacation, they deflect my questions with their own interrogation about my schoolwork.*





## Figurative Language

**simile:** a comparison using **like** or **as**

**metaphor:** a comparison of two unlike things that does not use the words **like** or **as**

**allusion:** an indirect reference in a book to another book or event

**personification:** a figure of speech in which animals or objects are given human characteristics or behaviors

**hyperbole:** a phrase used to exaggerate a point



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